

SCHOLASTIC COACH

SEPTEMBER 1987 • \$5.00



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- OFFENSIVE LINE PLAY

- COMPLETE INSIDE BELLY OFFENSE
- WEDGE-TYPE KICKOFF RETURN

BLENDING THE FB SPINNER WITH THE BUCK LATERAL

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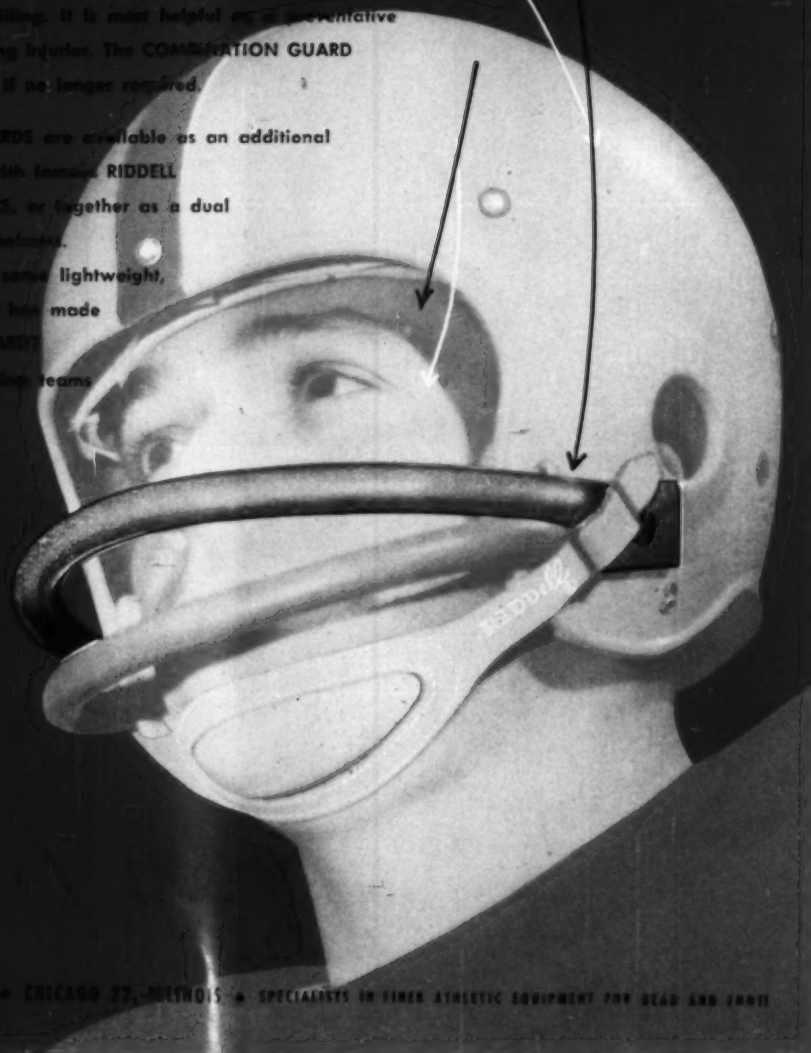
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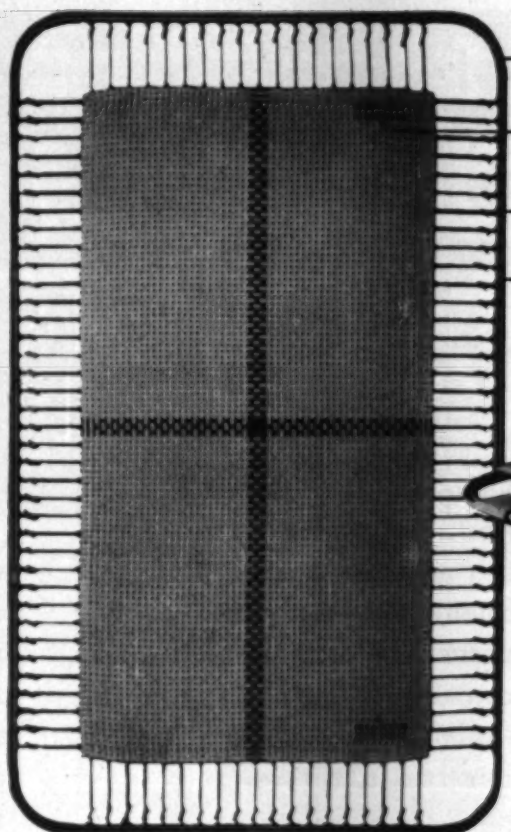
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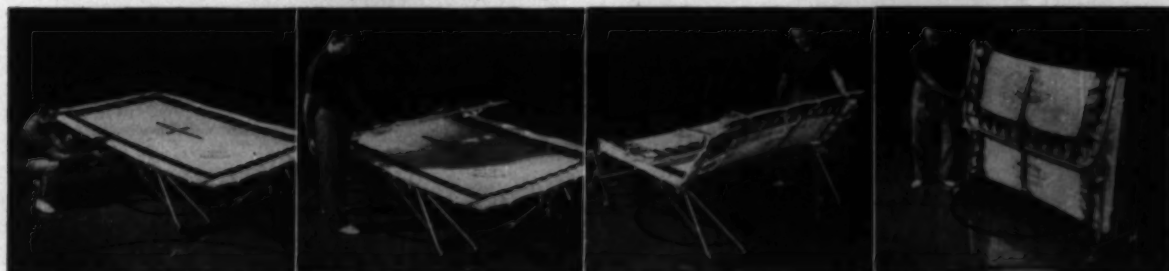
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VOLUME 27 • NUMBER 1 • SEPTEMBER 1957

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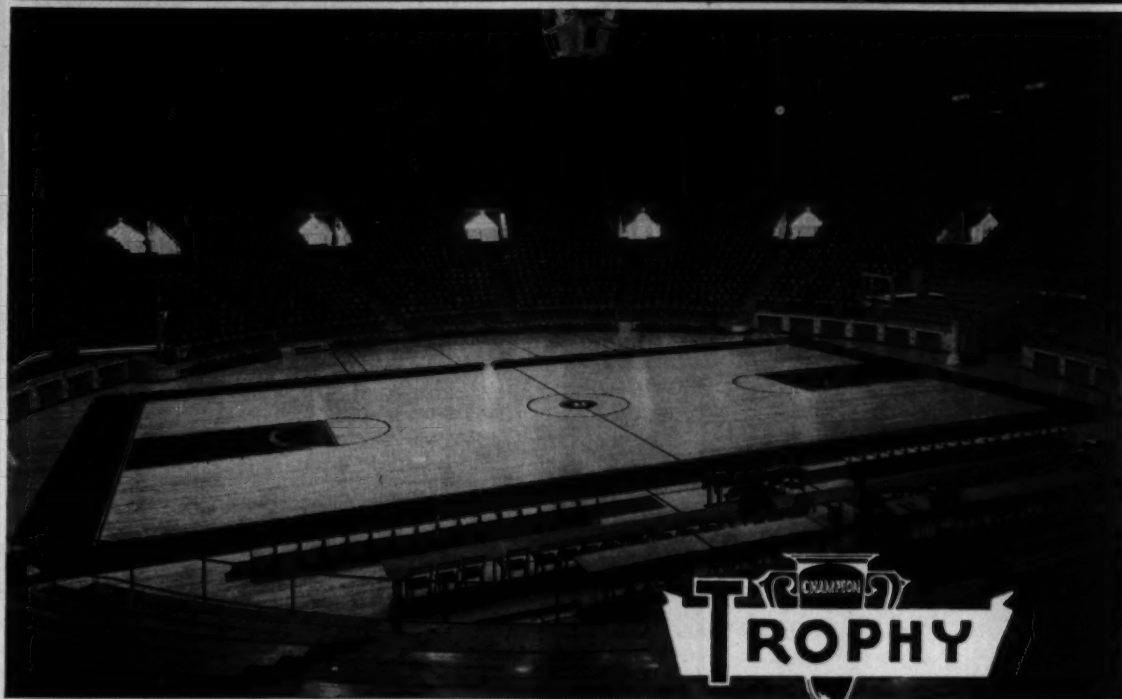


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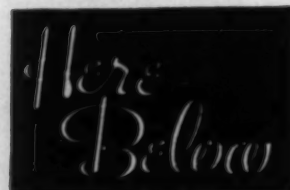
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The gentleman from Carolina

SOMEbody up there must have liked us last winter. Fate sent opportunity around to our front door, and we recognized his knock immediately. We threw open our portals and in he flew.

Opportunity wore the guise of a dinner invitation. It seemed that Warren Giese, who had made such a smashing head-coaching debut at South Carolina, was playing host to a group of local prospects and a Gamecock agent in the neighborhood wanted us to meet him.

The prospect of mushing across town to hear a recruitment spiel hardly appealed to us as an evening's entertainment. But somehow we found ourselves saying yes. That was fate poking us in the "aye." Thanks to that intuitive affirmative, we wound up with a full stomach, a titillated soul, a fine new friend, and a wonderful new contributor to *Scholastic Coach*.

We expected to meet an extremely personable young man, and Warren Giese proved all of that—tall, handsome, charming, and highly articulate. But you can't always tell a jewel by its setting. And it wasn't until after the herd of scrubbed and shining young heifers in the room had picked the festive board clean that Coach Giese sold us 100%.

With elbows resting on the table, he leaned forward in his chair and expounded a personality and a philosophy that positively thrilled us.

This was no "speech," no exercise in circumlocution. Giese simply cleared a few thoughts off his chest. But what he said bears a lot of repeating in every big-time football milieu in the land. It was the kind of recruitment pitch that we egg-headed advocates of the amateur ideal had been waiting to hear for years.

This, in brief essence, is what Coach Giese said:

"All you fellows are fine athletes, the best football players in your

area. I know that some of you have been approached by quite a number of colleges. And I know that I can't expect all of you to join us at South Carolina. What I'd like to do is tell you about our set-up as simply and truthfully as possible.

"South Carolina is a school rich in tradition and rich in future. We're growing tremendously every year. We're mighty proud of our fine athletic plant and just as proud of our academic standing.

"Now understand this: We play 100% by the rules. All we can offer you is a regulation athletic scholarship—tuition, board, books, and \$15 a month of expense money. That's all.

"We can't and won't offer you any deals or undercover payments. And we won't permit our alumni to make them. I'm warning you now; If I ever discover any 'under-the-table deal', that boy will never wear a South Carolina uniform.

"I'd also like to tell you that South Carolina doesn't roll out the velvet carpet for football players. You boys won't get any special privileges.

"Actually, we expect our players to work *harder* than ordinary students. You've got to hit the books, and with football taking several hours a day out of your study life, that isn't always easy.

"In short, football at South Carolina is an amateur game played by amateurs. You've got to love the game, work hard, study hard, and live by the rules. All we can promise you is this:

"You'll be playing with as fine a bunch of teammates as you can hope for.

"Everybody on the squad will be on an equal footing—no one will be getting a 'better deal' than anyone else.

"You'll learn as much football and get as much fun out of the game as any player in the land.

"You'll get the finest equipment and the finest medical care available.

"You'll receive a fine education that will thoroughly prepare you for the career you choose.

"You'll have behind you the full support of the coaching staff, the student body, and the administration.

"You'll be a member of a 'team' in the finest sense of the word."

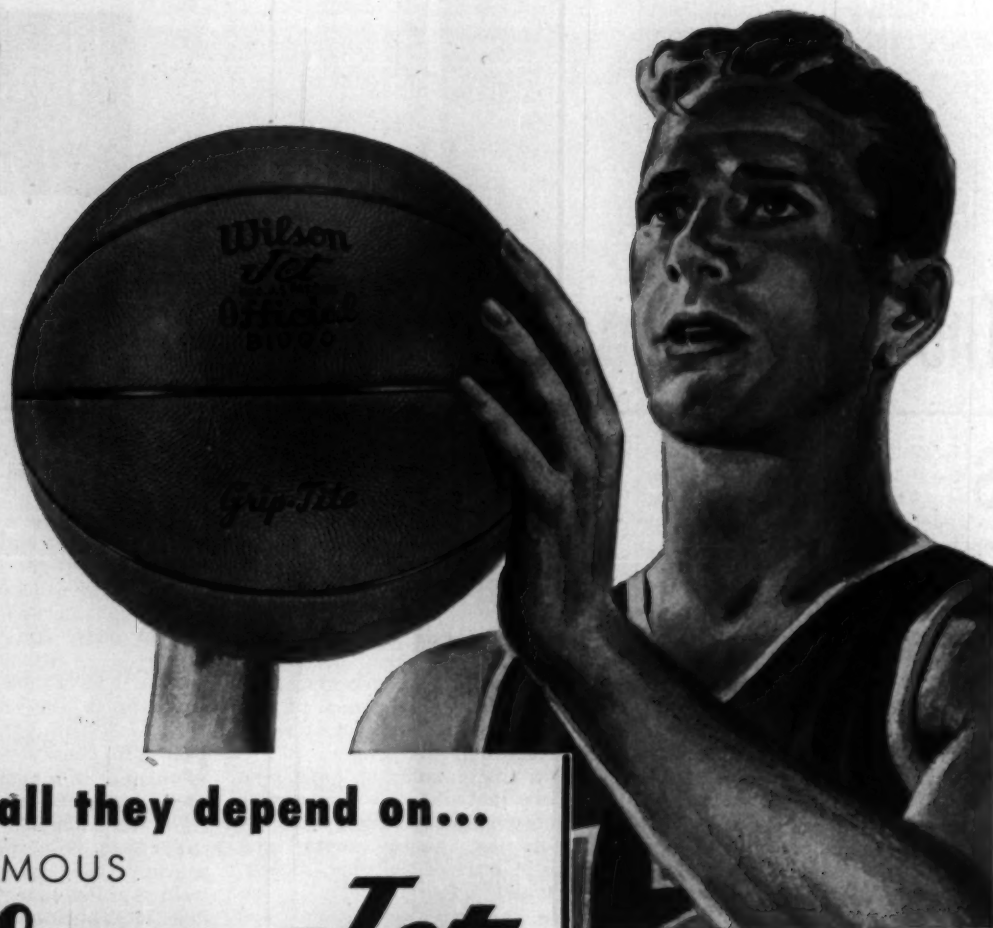
COACH Giese's words and the manner in which he spoke them raised the hackles on our head. Here, we thought, is the kind of coach we'd like to play for. But, appraising his speech objectively, we'd have had to say it represented a negative approach. Would a bunch of unsophisticated youngsters, deluged with all sorts of wonderful promises, go for it? We put the question to the Coach afterward.

Giese smiled. "The modern youngster isn't as unsophisticated as you think," he said. "He's been around. He can spot a phoney and a phoney deal a mile away. And most of these so-called 'fabulous deals' are just that—phoney.

"After all, how much can a school or alumnus really give a kid aside from a full scholarship? All right, so instead of giving him the \$15 permitted by the rules, they give him \$75 or \$100. How much does that add up to in four years? And can those 'extras' compensate for a cheating environment, a poor education, and playing for a coach you don't respect?

"I don't think so and neither do the great majority of the kids. An honest approach might cost you some good boys. But the returns make up for it. You wind up with a squad of intelligent kids—kids who are happy, satisfied, sure of their scholarships, who respect you, who are looking for a good education, and who don't spend half the

(Concluded on page 93)



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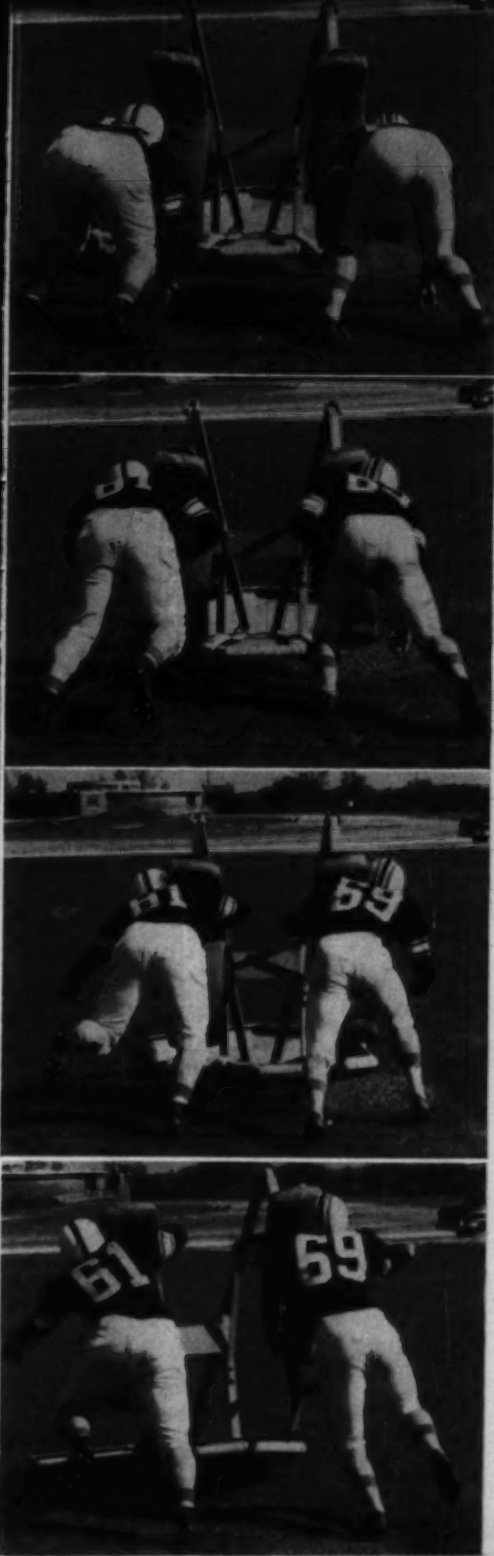
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By **WARREN GIESE**
Coach, University of South Carolina

Four Principles of Offensive Line Play

THOUGH football has improved in technique and scope through the years, one basic precept remains the same, i.e., football games are won up front. A backfield of four All-Americans would have little chance to display its ability behind a poor blocking line. Without good blocking up front, the backs would never get the necessary running room beyond the line of scrimmage.

Many coaches don't spend the time they should on the mechanics of offensive blocking. They consider it secondary in importance to the memorization of blocking assignments. In short, they feel it's worthless to know HOW to block unless you know WHO to block. At South Carolina, on the other hand, we feel it does no good to know WHO to block unless you know HOW to block.

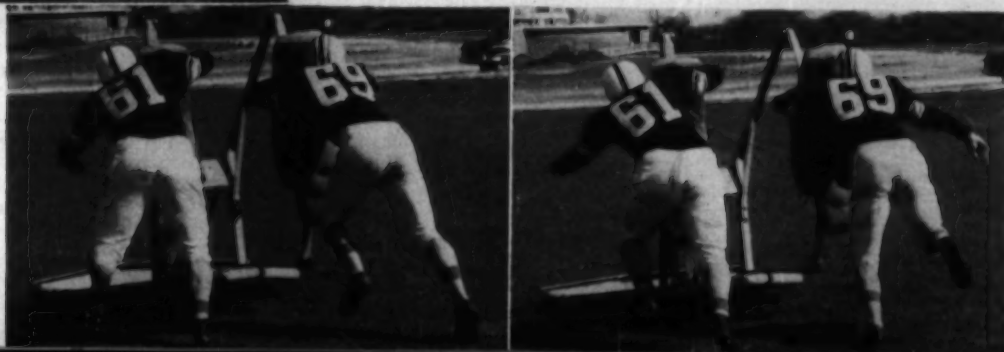
Sometimes we lose sight of the blocking demands placed upon our linemen. It isn't hard to find offenses which ask linemen to block straight ahead, drop back to pass-protect, pull to the left or right on short traps, cross-block, double-team, pull to lead wide plays, wedge-block and reverse-shoulder block. The answer to offensive failure usually lies in not having time to develop proficiency in the blocking demands.

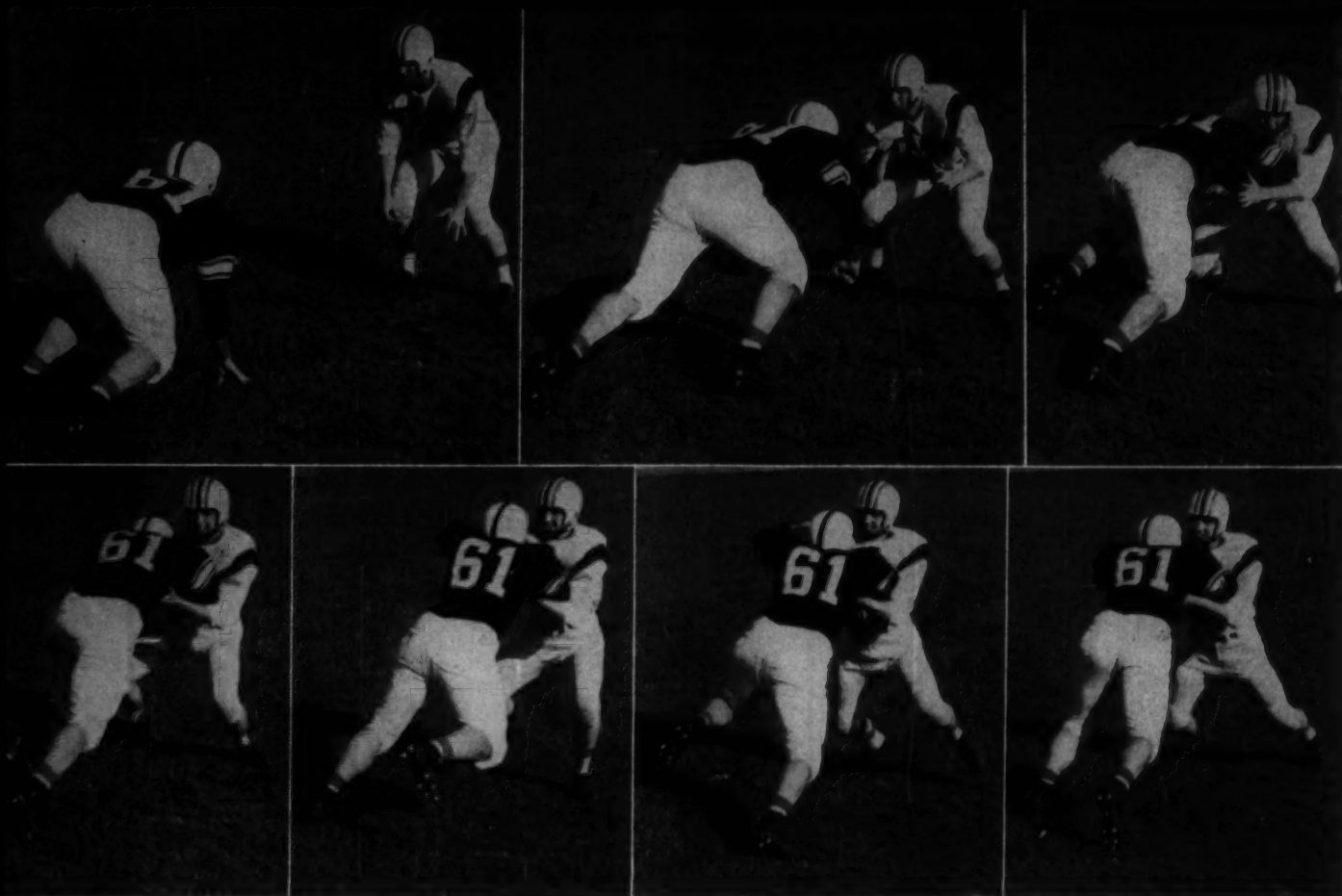
A simplified offense, or perhaps a simplified method of teaching one's blocking assignments, will allow sufficient coaching time and emphasis to be placed on HOW to get the job done. This article will deal primarily with the HOW of offensive line play.

Blocking must be taught in a logical manner to attain maximum results. We must determine the fundamental requisites of every good blocking maneuver and teach them first. Definitely fundamental to all good blocking movements is a perfect stance.

The person who coined the phrase, "First things first," said an

Two-man sled drill on straight shoulder block: Players jab-step with inside foot and drive corresponding shoulder into sled; then use short, driving steps to maintain contact. For live demonstration of this block, see photo sequence on the next page.





awful lot in a few words. There's no point in teaching the elements of various blocks unless a solid platform is provided for their launching. Without a good, balanced stance, it's difficult to start with speed, drive with power, or maintain a consistent effort after the initial movements have been made.

A correct stance will promote a balanced blocking position during the time interval between starting and contact. If the offensive blocker doesn't start from a perfect position, then some advantage is being lost.

The stance marks the high point of form. In most instances, this form deteriorates as the block progresses. The poorer the original stance, the less chance the lineman has of doing an acceptable job before the point of no return is reached in his block.

We ask our linemen to assume a slightly staggered stance with their feet approximately toe to instep. The feet are spread comfortably depending upon the individual's body build. Both feet are pointed straight ahead with the weight placed on the balls of the feet.

So long as trap-blocking and cross-blocking aren't integral parts of the offensive scheme, considerable weight may be placed on the grounded hand. This will throw enough weight forward as to require a definite "rock-back" to remove the hand from the turf.

Many linemen are careless about their stance and quickly develop bad habits. Once these bad habits are entrenched, they become a serious obstacle to good line blocking.

By emphasizing the importance of good stance during the first few practices and correcting every mistake, no matter how minor, coaches can make their linemen become "stance conscious." And once a boy realizes an obvious and easily remedied defect is hampering his efforts to win a starting berth, he'll be motivated to correct the habit.

Careless faults often observed are: (1) toes not pointed straight ahead, (2) weight back on the heels instead of on the toes, (3) knees not in line with the ankles and feet, (4) back not parallel to the ground.

An indirect but essential fundamental of any blocking maneuver is getting started with the first sound of the starting count. Most

coaches will agree with this statement, but few take advantage of every practice opportunity to emphasize "getting off with the count."

Each drill, whether it be live or versus mechanical equipment, offers a golden opportunity to make football players "count-conscious." If your team uses a non-rhythm count in scrimmages and games, then the initial movements of all drills should be triggered by a coach using a game-like non-rhythm count.

How often are wind sprints started with "go" or with the drop of a hat? Just two such missed opportunities daily to get off with the count will mount up to over one hundred during a season.

The third fundamental of all blocking maneuvers is to contact the opponent. This objective is accomplished in many ways, yet is often passed off with the coach's loud shout to "Fire out and hit him!"

Haphazard results can be expected from such haphazard instructions. Since the matter of contact will be taken up with each block, let's simply say different blocking

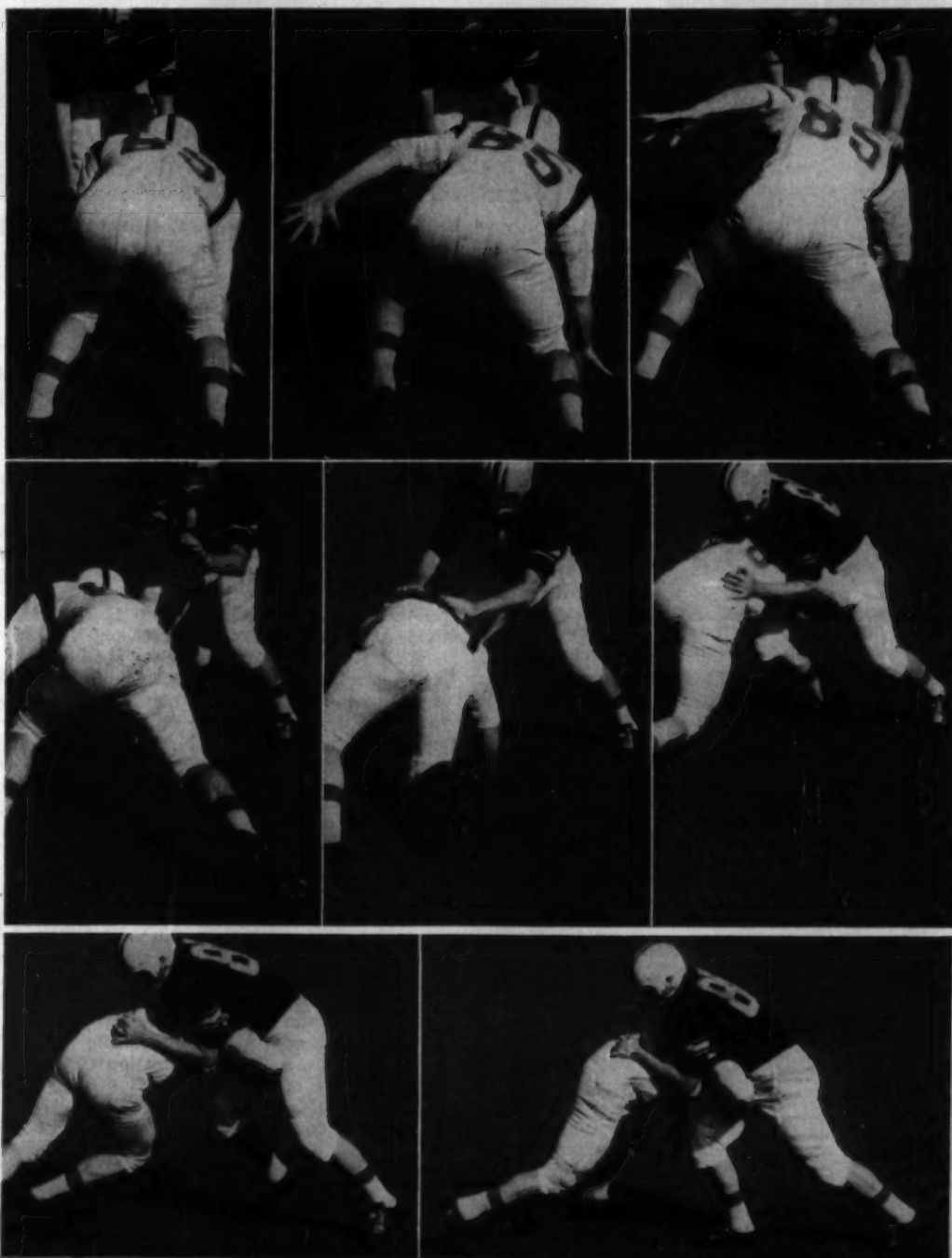
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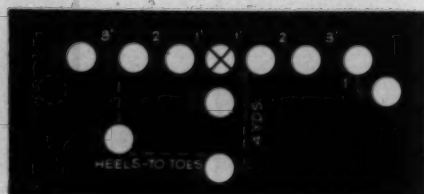
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STRAIGHT SHOULDER BLOCK: At the count, the blocker takes a short jab step with the foot closer to the opponent (right) and, as the other foot comes forward, drives his right shoulder powerfully into the weak part of the man's block protection. Then, using short, driving steps, he strives to maintain shoulder-to-body contact. Note the beautifully flat body angle of the blocker as he moves in.

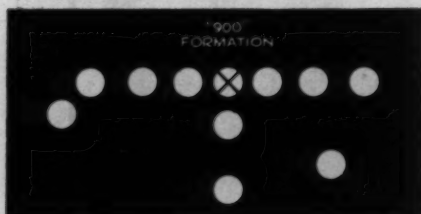
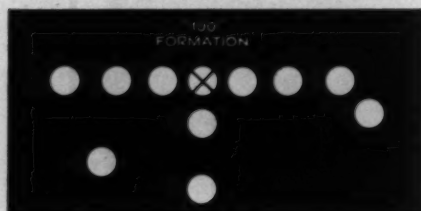
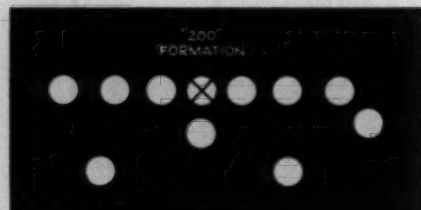
HOOK BLOCK: Used on outside plays against an opponent lined up on the blocker's outside shoulder. The blocker takes a quick lateral-slightly forward step with the near foot (left), just long enough to bring the body to a slight angle directly in front of the man. The blocker then swings into the opponent's outside leg at knee level with inside shoulder. He then drives man in and away from play.

▼



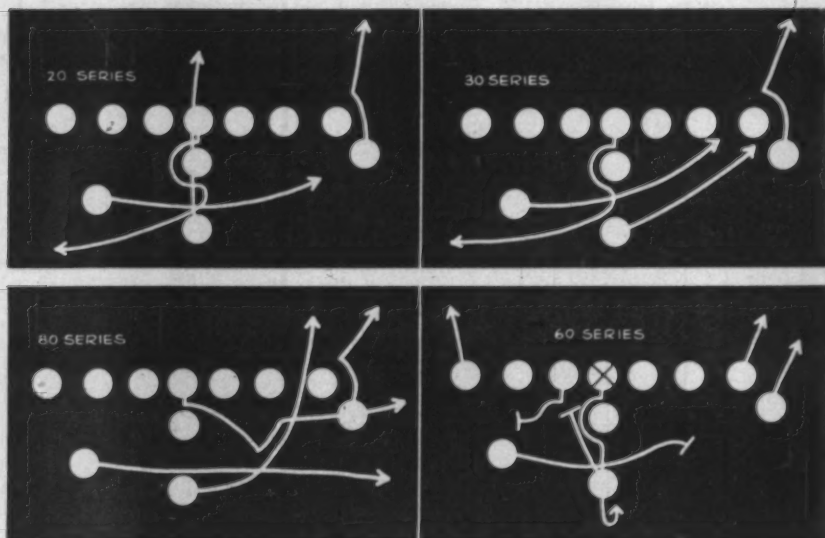


Diag. 1, full directly behind center and halfback in dive position



Diag. 2, formations in repertoire, 100 and 200 being basic units

By DAVE NELSON
Head Coach, University of Delaware



Diag. 3, second digit in signal system tells

Delaware's Winged T,

THE success of the U. of Iowa in winning their first Big Ten crown in 35 years plus their 1957 Rose Bowl victory spotlights the offense run by the U. of Delaware. How come? Because the system used by Iowa for the first time in 1956 has been employed at Delaware since 1951!

Over the past four years, these two universities and three high schools have enjoyed considerable success with the Delaware Winged T. Delaware has won 28 games and lost 7, Iowa has won 9 and lost 1, Newark (Del.) H. S. has won 17 and lost 1, Huntingdon (Pa.) H. S. has won 18 and lost 2, and South Portland (Me.) H. S. has won 7 and lost 1. This comes to 37 won and 8 lost at the college level and 42 won and 4 lost at the schoolboy level—an overall winning percentage of .848!

In presenting this method of offensive football, the writer's aim is not to convert coaches to all or any part of this system. In fact, I believe anything beyond the use of the wing—which can be done in any offense—should be added cautiously.

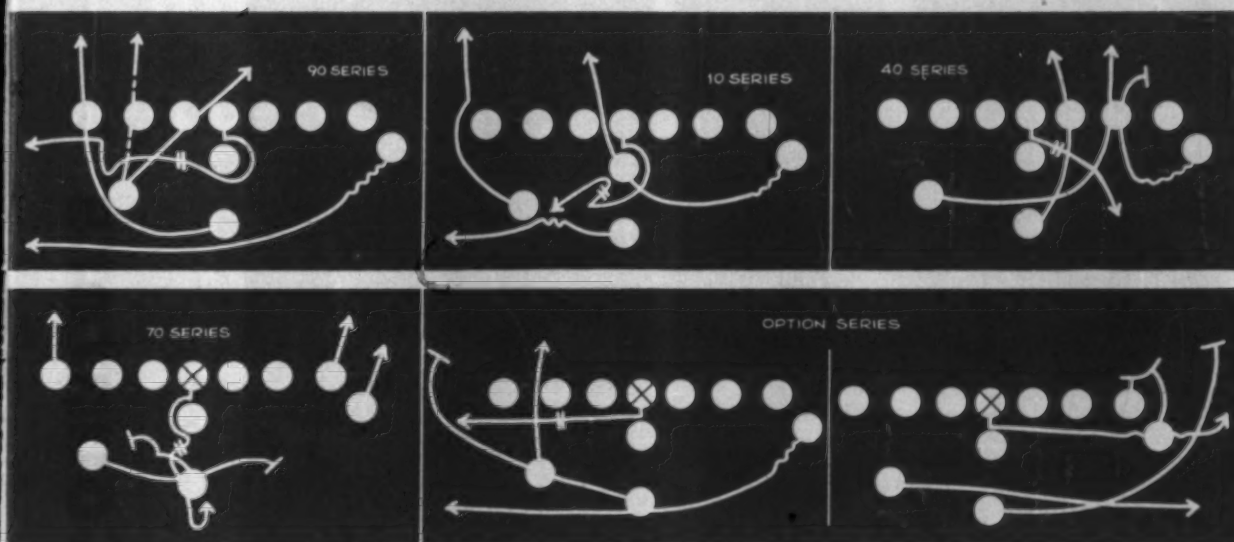
The basic philosophy of the at-

tack is contrary to the split T, drive T, or any offense where the emphasis is in the line and backfield is on firing straight ahead. From the stances of the linemen and backs to the lateral openings in the line, this offense is basically single wing. For this reason, I believe single wing coaches should have the most success with this type of Winged T.

Most parts of this offense have been borrowed over the last ten years, but the basis for most of the principles is the offensive system developed and taught at the U. of Michigan ten years ago. Consequently, this offense represents 80% single wing thought and 20% T formation.

The following six reasons are why we prefer this offense over others in use today, though these reasons aren't restricted to this attack. Most all coaches have the same opinion of their system or they wouldn't be using it.

1. It's possible to get the maximum utilization of the talent available.
2. The offense gives an adequate method of ball-control.
3. The offense has an ability to score.



backfield the series to be run and linemen the blocking to be used

80% Single Wing and 20% T

4. There's an adequate balance between passing and running, with the passing game camouflaged by the run.

5. It's possible to have a flexible attack able to adjust to a multiplicity of defense.

6. Experience has shown that the system is simple to teach and, more important, easy for the squad to learn.

Undoubtedly, coaches who read this article will feel that their offense has the same six assets. To be more specific, the Winged T appeals to us because:

1. It's a balanced attack which allows the mirroring of assignments and personnel.

2. It presents an opportunity for an excellent reverse and counter game inside and outside the tackle without losing the balanced attack. This is possible through the use of the flying or motion wing.

3. The most important aspect of our offense is the threat of the bootleg pass or run option on all plays both away from and with the flow of the backs. The emphasis on the bootleg has done more to facilitate the operation of the offense than any one technique because:

(a) It freezes the corner man, linebackers, and halfbacks and reduces the pursuit of internal linemen.

(b) It's used to the flanks by the quarterback and internally by the three other backs.

(c) It opens the corner men for counters or reverses when the quarterback crosses their faces.

(d) It reduces the pursuit after pulling linemen and the cueing by defensive halfbacks for help or pass defense.

(e) It eliminates the rotation of

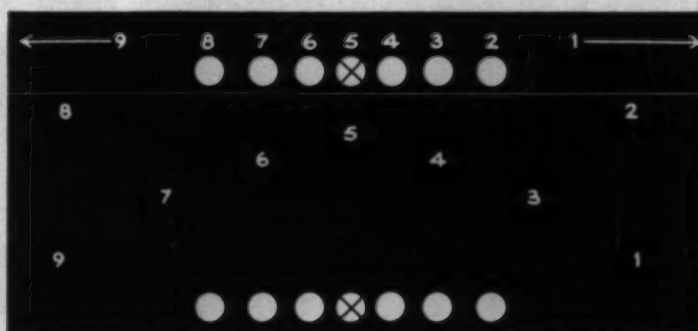
a three-deep defense on runs to the flank.

(f) It eliminates the chasing of the wing in motion.

(g) In six seasons, Delaware has completed 57 passes of 85 bootlegs thrown for 17 touchdowns. This is approximately a 60% completion average and a 33% touchdown average.

We're completely sold on the value and necessity of a wing and employ him about 95% of the time. Cross and away flankers are used

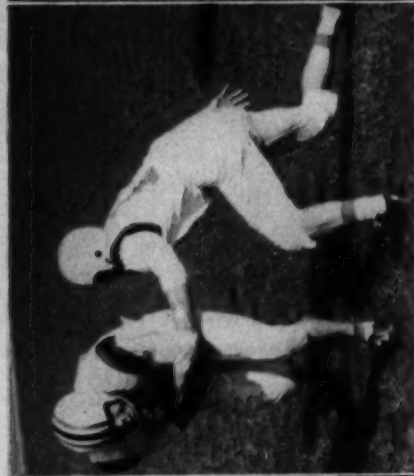
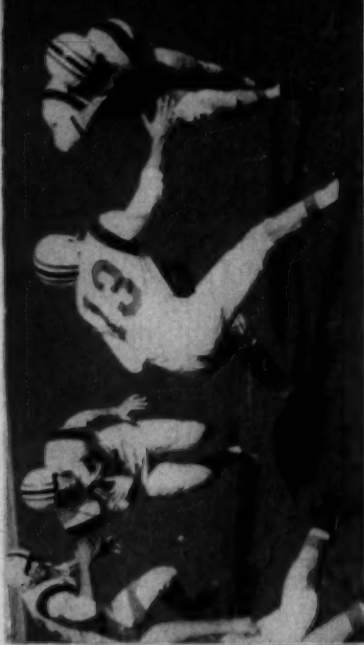
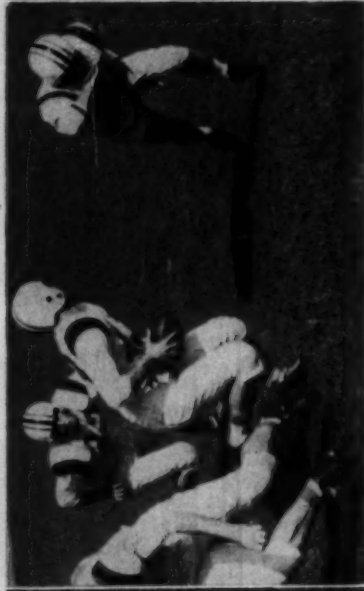
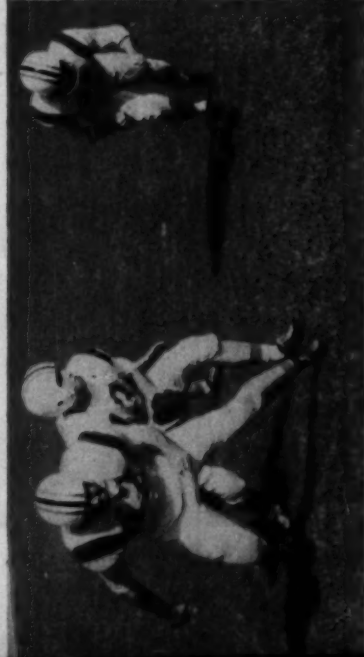
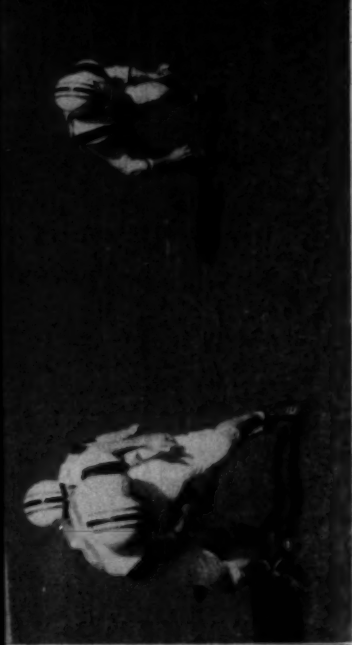
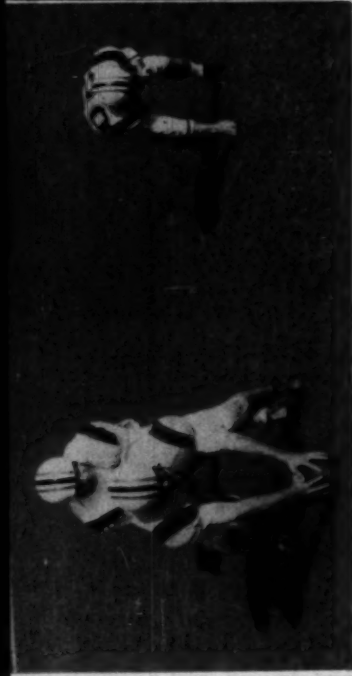
(Continued on page 80)



Diag. 4, hole numbering (also applicable to pass zone and patterns)

FULLBACK COUNTER

After taking the ball from center, the qb steps down the line and fakes a hand-off to the th, putting his empty right hand into the latter's stomach. Meanwhile, the fb jab-steps left and comes pounding over the middle. The qb steps toward the line with his left foot and slips the ball beautifully into the fb's receiving pocket.



South Carolina Counters

WHILE the theory of offensive countering is as old as the game itself, it has been subjected to extensive streamlining in recent years. The T formation ushered in a new era in counter plays. As defenses started packing and rotating to stop the swift-hitting T attacks, coaches began designing deceptive counters to circumvent these defensive shenanigans.

The term "counter" may be defined as a play hitting opposite an unbalanced backfield or line, or striking in a

direction opposite the initial backfield flow. Counter plays aren't confined to T attacks, of course. They're now part of almost every type of attack. Designed to keep the defense from overshifting to the strong side and to discourage quick pursuit by the weak side, counters are usually run after the strong-side plays have worried the defense enough to make some compensating adjustment.

To assure maximum effectiveness, the counters should be run from the normal offensive alignment. Any change

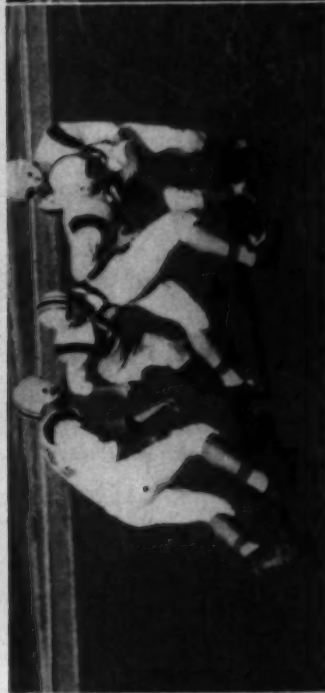
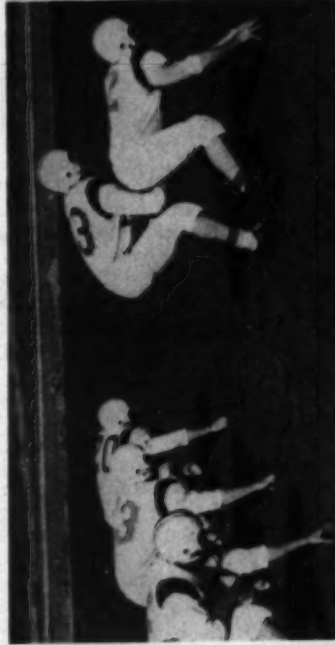
from the normal, no matter how slight, will invariably telegraph the counter to the opponents.

Two excellent types of counters are demonstrated here by the University of South Carolina backfield. Taken under the personal supervision of Coach Warren Giese, these plays are integral parts of the Gamecock offense.

For a fine treatise on split T counters, replete with outstanding collegiate exemplifications, see Mark A. Plummer's article in the May 1957 Scholastic Coach.

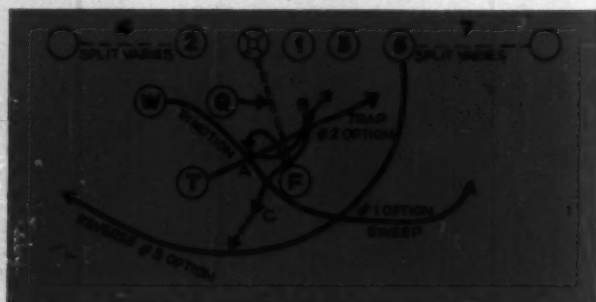
DRIVE RT. COUNTER

When the defense starts adjusting to the drive right, this artful counter can kill 'em. The qb takes the ball from center and fakes to the fb driving over the middle and then to the 1h coming off the fb's tail. (Look at the beautiful way the 1h covers the fake!) The qb then steps back and hands off to the rh going to the left.

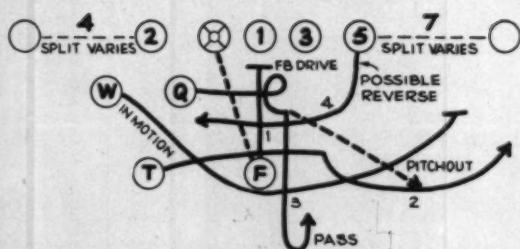


Blending the F B Spinner With the Buck Lateral

By BOB SWANSON, *Backfield Coach, Catalina H. S., Tucson, Ariz.*



Diag. 1, Spinner Cycle With Motion Man Swinging Wide



Diag. 2, Buck Lateral Cycle With FB Hitting Middle



Diag. 3, Offensive Alignment for Formation A

THE average single wing team adopts one or more play series as a basic attack. This may take the form of a tailback or fullback spinner, a buck-lateral sequence, and so forth. So far, however, nobody seems to have blended the spinner with the buck lateral—and that is the purpose of this paper.

Spinner Cycle. The San Francisco Clippers of the defunct Pacific Coast League exploited a unique Fullback Spinner Cycle from an unbalanced line set-up. This formation combined the deception of the T, the option of the Split T, and the power blocking of the single wing.

As shown in **Diag. 1**, it was characterized by a man-in-motion swinging wide toward the ball as it was received by the fullback. The tailback breaking behind the motion back and to the inside gave the effect of three backs converging on the ball. This enabled any one of three backs to hit quickly any point along the line of scrimmage. Double-team blocking in the line was provided in the form of a lead-post block and a trap out at the hole.

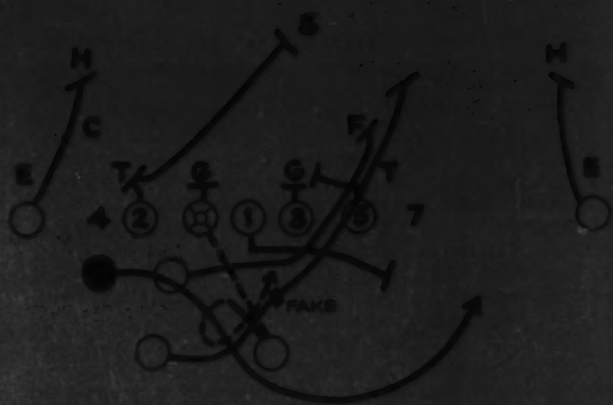
The opposing eleven had the complex task of defending a handoff to the wingback swinging wide on the sweep, fake to the swing man and hand off to tailback off tackle, fake to both wingback and tailback with carry by fullback to weak side, fake to both backs with pass, or reverse to weak side with the ball being pitched out to the outside tackle.

While the spinner cycle alone constituted an entire offense on the professional level, we found through experimentation in college and high school situations that the buck lateral cycle as used by Michigan State, with slight variations, blended perfectly with the spinner cycle without changing blocking assignments in the line.

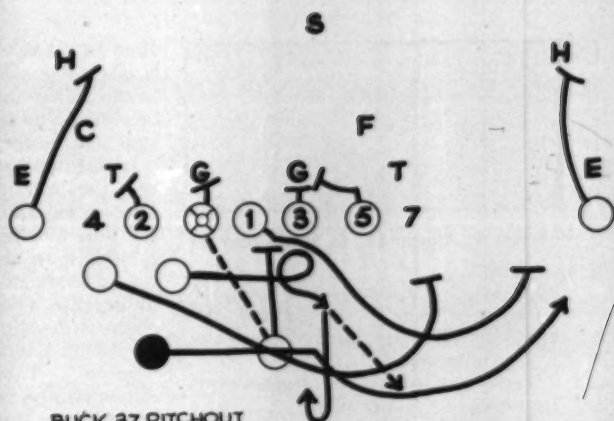
The spinner series supplemented the only real weakness in the buck lateral. That is, it provided the strength to the weak side that the buck lateral didn't have, thereby stabilizing the defense to some degree and presenting a more balanced attack.

In the spinner series, the immediate threat was to the outside and a delayed threat inside.

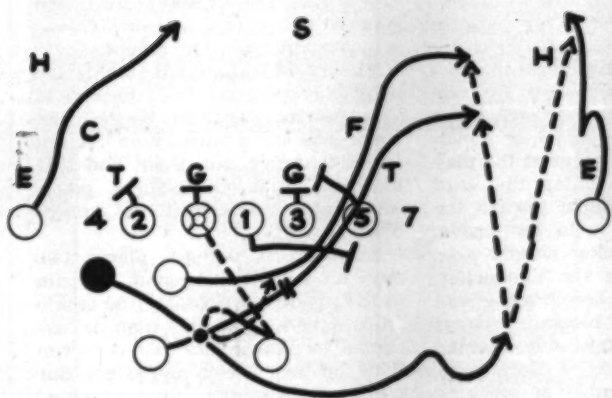
Buck Lateral Cycle. As contrasted with the spinner series, the immediate threat in the buck lateral cycle is to the inside with the fullback plunging up the middle. Completing the cycle are the pitchout, reverse,



SPIN 37 SWEEP



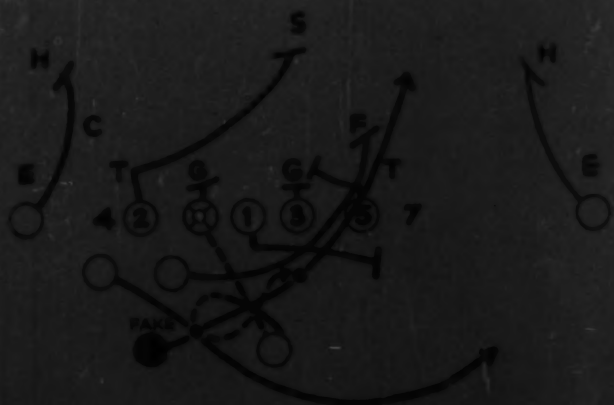
BUCK 37 PITCHOUT



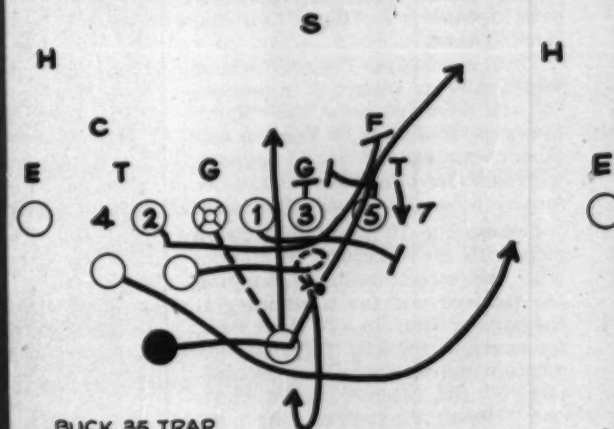
SPIN 37 SWEEP PASS



BUCK 37 PITCHOUT PASS

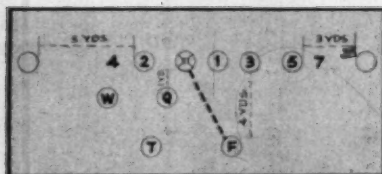


SPIN 35 TRAP



BUCK 35 TRAP

Fig. 4. Plays from Formation A, With the Quarterback Executing a Full Spin in the Spinner Series



Diag. 5, Alignment in Formation B

and pass as illustrated in Diag. 2.

We say we have blended the spinner with the buck lateral for these reasons:

First, the backfield alignment is the same for both series.

Second, the ball is always snapped to the fullback.

Third, the wingback is always in motion.

Fourth, and most important, line blocking is the same for both series. This means the line isn't really concerned whether the play is off the buck lateral or off the spinner.

The principle of a spinner or a buck lateral is simply to hide the ball momentarily to provide deception and delay so that linemen can pull and provide interference for the ball-carrier.

In the buck lateral, the quarterback is the ball-handler and passer with the point of deception being close to the line of scrimmage. In the spinner, the quarterback is strictly the blocker, while the fullback or spinning back is the ball-handler and passer with the point of deception being deep.

Play Development. We run all plays off either a 30 series or 40 series, 30 indicating wingback in motion and 40 denoting no man-in-motion. The second digit indicates the offensive hole to be run. Finally, we give the particular cycle to be used as either "Spin" for the Fullback Spinner, or "Buck" for the Buck Lateral.

Thus, in a 35 Spin Trap, "3" would indicate wingback in motion, "5" the offensive hole, and "Spin" the cycle. In a 41 Buck Trap, as another example, "4" would indicate wingback not in motion, "1" the offensive hole, and "Buck" the cycle.

Passes. The 70 series indicates a pass with the wingback in motion, with the second number denoting the receiver and the third integral the pattern itself. In a 77 Hook Pass, for example, the first "7" would indicate wingback in motion, the second "7" the receiver (right end), and "Hook" the pattern. In a 71 Flat Pass, "7" would indicate wingback in motion, "1" the receiver (wingback), and "Flat" the pattern.

Blocking Principles. We utilize seven basic blocks, all of which are nothing more than a shoulder block

done in a variety of ways. The key block is a lead-post or power block to the inside and a trap block out at the hole. The block is always made over the offensive lineman.

In our numbering system, remember, the first number indicates the play series and the second number the hole and lead blocker.

Now let's see how the linemen would block in a 35 Trap. Since "5" is the hole, the inside tackle would post while the outside tackle (5) would lead-block.

In a 33 Trap, the inside tackle (3) would be the lead blocker. If no one is over the lead blocker, however, the lead-blocking assignment moves in one man. That would make No. 1 (right guard) the lead blocker and No. 0 (center) the post. The No. 3 blocker (inside tackle) would then go for the linebacker.

The 33 Trap would now automatically be run as a 31 Trap because of the defensive spacing.

As a result of these blocking principles, it's not necessary for the offensive lineman to recognize whether he's facing a 5, 6, or 7 man line. The second number of the play called always indicates the lead blocker, who blocks in toward the center. If no one is to the inside, then the lead blocker simply goes through and takes the linebacker. The post man then becomes the lead blocker. The trap block is always made on the first defensive lineman past the hole.

The average number of blocking assignments to be learned by any lineman is only three or four, and

in each case he's provided with an advantage in the form of angle blocking.

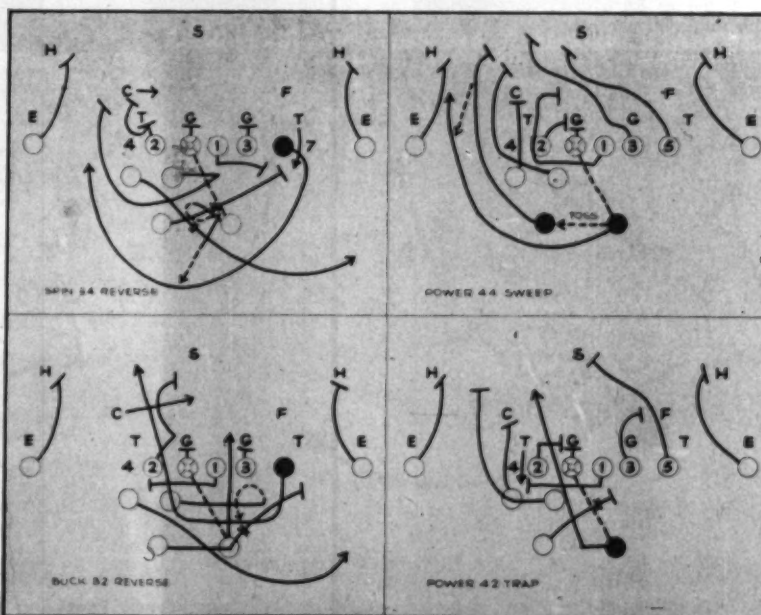
It's interesting to note that the defensive left end or tackle must be responsible for six offensive situations in defending Spin 37 Sweep, Spin 37 Sweep Pass, Spin 35 Trap, Buck 37 Pitchout, Buck 37 Pitchout Pass, Buck 35 Trap, whereas our offensive right tackle has but a single blocking assignment.

Offensive Alignment. We run both the spinner and the buck lateral cycles from what amounts to a five-man offensive line in that we spread or split our ends in accordance with the play called to give us three line formations while our back alignment remains the same.

The first of these three line formations, Formation A, is shown in Diag. 3, with the plays from this formation being illustrated in Diag. 4. On the three plays from the spinner series, the quarterback executes a full spin movement.

Theory. Blocking assignments and backfield patterns are identical to keep defense guessing. By splitting weak-side end 5 yards, we force defense to move out their end and halfback, thus diminishing possibility of an overshift to side of play.

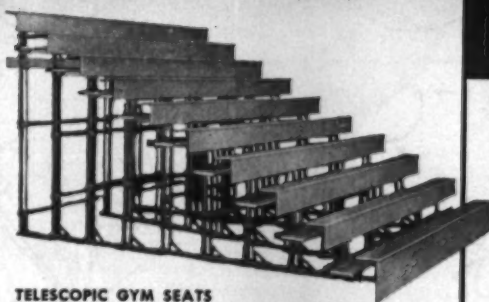
Strategy. If defense places two men on our flanking end, we run to the inside, particularly the tackle trap. When only one man is assigned to flanker, our cue is to run wide on the sweep play since our wingback in motion gives us a numerical advantage to that side. We can exercise the run-pass option,



Diag. 6, Variegated Play Possibilities from Offensive Formation B

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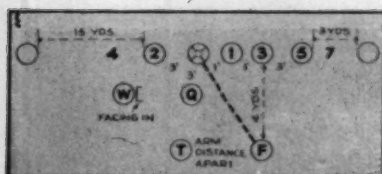
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Diag. 7, Alignment in Formation C

dependent upon the play of the defensive halfback.

We find an end or tackle, as the case may be, in his normal defensive position cannot possibly play the wingback swinging to the outside and the tailback slant to his inside at the same time. The quickness with which our swinging halfback can gain the outside by virtue of being in full motion as he takes the handoff from the fullback may be contrasted with the relative slowness of the wide play developing from the ordinary T or Split-T pitchout, wherein the receiving halfback must start from a motionless position.

The second of our three line formations, Formation B, is shown in Diag. 5 and its plays in Diag. 6.

The reverse play off the spin and buck lateral series provides a counter to the weak side.

Blocking and backfield patterns are quite similar on the 44 Sweep and 42 Trap play, since one helps set up the other. Since the wingback does not go in motion on the 40 series and our quarterback is aligned left of center, our formation actually becomes strong to that side.

The third of our line formations, Formation C, is shown in Diag. 7 and its plays in Diag. 8.

Theory. By splitting ends 3-5 yards from offensive tackles, these men are in a better pass receiving position. This split also tends to widen defensive linebackers.

Strategy. The offensive alignment is the same for passes as inside running plays. This puts a greater defensive load on the linebacker. If he moves out with the end, he's out of position to stop quick-hitting plays to the inside. If he stays in to stop the run, he cannot adequately cover the end on his outside.

We have adopted a so-called 5-man line to enable us to use our ends more effectively as pass receivers and downfield blockers while relieving them of blocking a big tackle or linebacker; to spread and help stabilize the defense; to provide greater deception with 4 men operating behind a 5-man offensive line; to get to the outside more quickly as there's one less defensive

man for our back to go around before turning upfield.

We like to discourage the race to the sideline; to reduce blocking assignments; finally, to give us greater flexibility in offensive alignment.

ADVANTAGES OF FORMATION

First: The backfield deception provided by the spinner and buck lateral series poses a terrific problem to the defense, since each play looks alike but can hit inside, outside, or anywhere along the line of scrimmage. This prevents stacking and allows for skirting a packed defense.

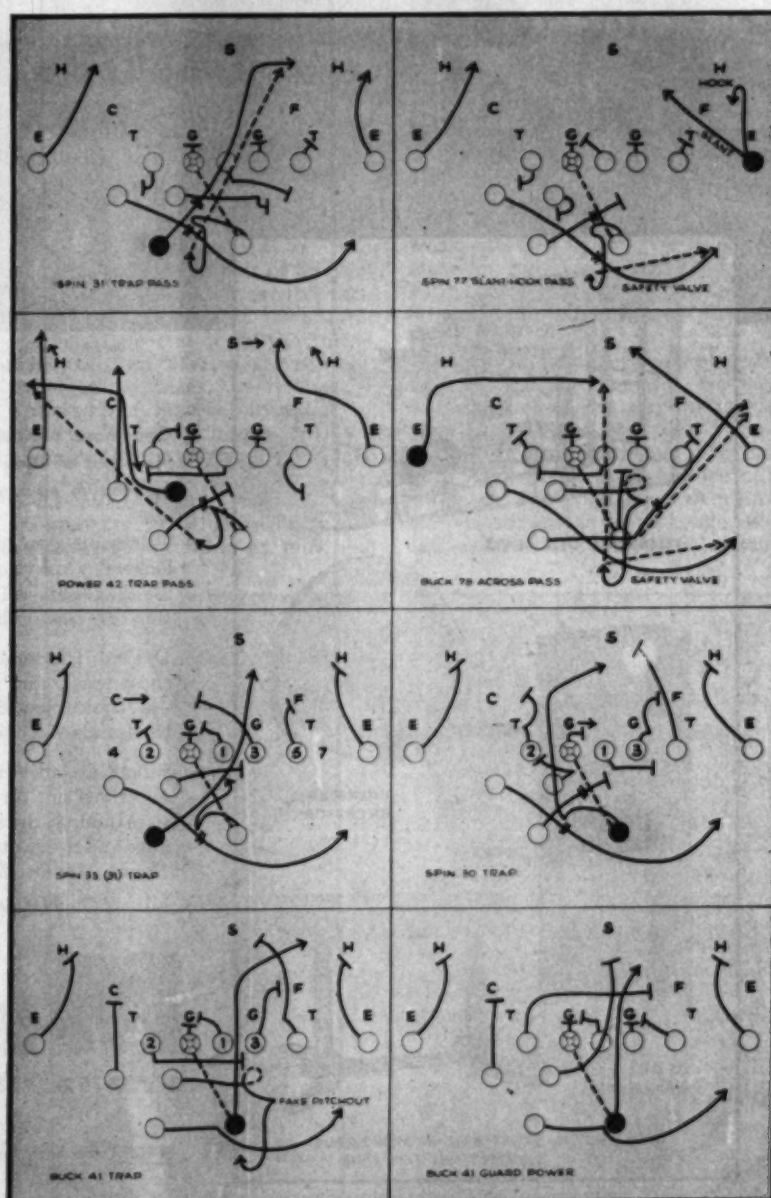
Second: Angle or power blocking

together with the trap out at the hole creates indecision on the part of the defensive man. If he rushes, he's subject to a trap. If he hesitates, then he can be powered out.

Third: Simplicity of blocking together with minimum number of blocking assignments and little complicated footwork, timing or ball-handling creates a simple offense to learn and execute.

Fourth: It's relatively easy to spot defensive weaknesses and you can facilitate play-calling by merely observing who makes the tackle. The tackler is generally playing out of position and the quarterback can

(Continued on page 66)



Diag. 8, Running Plays and Forward Passes from Offensive Formation C



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"Selling" Cross-Country

By RICHARD CALISCH

Coach, Maine Township High School, Des Plaines, Ill.

MOST high school cross-country coaches are the forgotten men of athletics. Cross-country certainly isn't the most popular of high school sports, and the coach is pretty well left on his own when it comes to rounding up a fan or two to cheer his boys home.

In some schools, the harriers turn out in droves. But this is largely a tribute to the personality of the coach rather than to the desirability of a cross-country letter. At most schools, the autumn distance coach is forgotten in the enthusiasm of the multitude for football.

Now any coach will recognize the value of a few (or a few thousand) fans. A cheer or two will work wonders on a boy who's run a mile and faces the bleak prospect of another of the same. And any coach will also recognize that you can't enter a race without the boys to run it.

These are the two essentials to a successful cross-country season: a group of skillful runners and a group of die-hard fans. Neither is easy to find, but the coach can do much to

ferret out both groups and set them down at the finish line in the proper positions.

I don't want to tell any coach how to train his runners, but I can pass on a few suggestions as to how to get them out on that first September day of school. Potential fans are a bit more elusive, and must be baited with such dainty cheeses as local newspaper space, running commentaries on the race, and phone calls and personal invitations to the meets. More of that later.

First, let's see what can be done to get the boys into their running shoes in September. It's been found that a personal letter to the members of last year's team, whether letter winners or just puff and panthers, will bring out more boys than an impersonal announcement in the school bulletin or paper.

In the letter, preferably not a form letter, announce a meeting; give time, place, date; call the boy by name; make it a personal note. Mention, too, that he should bring along any friend who might be in-

terested in cross-country. Put the note in the mail about three weeks before school starts, and meet with the boys one and a half or two weeks prior to the first day.

At this meeting, which may be held anywhere, show the eager young runners the meet schedule, explain the workout procedure, and tell them what to do by way of getting in shape before the season starts. It's a good idea, too, to enlist them as talent scouts. Get the names of any and all boys whom the team members think might be interested in coming out. Then, if possible, show movies of last season's meets.

In many instances, equipment and funds for this are not available. If they are, make full use of them. Top off your preseason meeting with refreshments.

Keep in mind that to interest most boys cross-country must offer them something, and the most obvious and appealing thing is plain ordinary FUN. They probably won't be moved by motivational talks on fitness, health, and the other benefits. But



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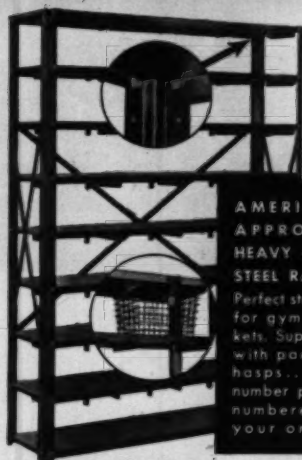
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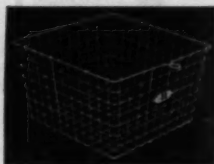
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if you make it seem like fun and give them a good time, they'll run their legs off and come out four seasons in a row.

After the meeting, go over the names the boys have given you and write each a note, asking him if he'd like to be on the cross-country team. Tell when and where to report and tell who nominated him. A fellow likes to know who his friends are, and if they're on a team he's liable to want to be on it, too.

During the first week of school, load the school bulletin with calls for cross-country boys and either talk (or ask the teacher to talk for you) to each freshman gym class. A lot of the younger boys don't even know that the school has a team, many aren't sure what the sport is, some have just never heard of it.

To these lads, explain how they can win their numerals, outline your schedule, and tell where they can report after school. If facilities and equipment permit, don't cut your team. Allow every boy to run as long as he wants.

A great incentive and morale booster is a private cross-country locker room. If an empty locker room is available, requisition it. Keep your boys together. If it's too small, use it for letter men and seniors. A room of their own will give the boys something in the way of *esprit de corps*.

You can decorate your walls with pictures, signs, newspaper clippings, and other matters of team interest. A series of mottos hung on the wall, even if "corny," may get your attitude across to the boys better than your talks will. These signs will be seen every day and will save much wear and tear on your larynx.

Such mottos as "Never Quit a Race," "When You Pass, Pass by 20 Feet," "Run in Groups," "The Man to Beat Is the One in Front of You," and the like will become team bywords and be remembered long after the results of a race are forgotten.

Another incentive to running is a One Hundred Mile Club. All boys who, over the season, run 100 miles are awarded some small prize, a dunking in the shower, or general praise by the coach. A wall chart upon which each boy enters his daily cumulative mileage will graphically illustrate who is doing his running.

Top off your season with a party. Invite some famous local athlete to talk to the boys, and if the school doesn't have an award banquet, award your cross-country letters and numerals here.

Always keep in mind that your job isn't just to get the boys out and train them, but to keep them out and interest them. Arrange your

schedule so that there's at least one big meet for the boys to aim at, either the state championship or a big relay meet.

If there's none in your locale, think about sponsoring one yourself. Keep a record of your dual meets from year to year, and a week previous to each meet, post last year's results so the boys will know against whom they're running.

Talk track and cross-country with the boys. Encourage their interest in it. Take an interest in their other activities, and pretty soon the word will be out that the cross-country course is a place where a boy can have fun. When that word gets out, you'll have to find more room for your squad.

Once your promotional program is underway, and your team is beginning to shape up, start on your audience procuring plan. Make use of all available media. At the start of the season, call and acquaint yourself with the sports editor or reporter of the local paper. Ask his aid, volunteer stories about your team, get as much space as you can from him.

Usually he'll be glad to have your cooperation. You might even appoint one of your more literate boys as publicity director. Let him write and phone in the stories to the paper. Enlist the aid of the school newspaper in the same way.

INVITATION TO PARENTS

Before your first meet, call the parents of your runners and personally invite them to the meet. If they can't come this time, they'll remember that you called and try to be present next time. Mail out mimeographed schedules to the parents and all other interested parties, with an invitation to be present. These personal touches do a lot to encourage interest.

While it may be easy to get the people out to the meets once, keeping them coming is a harder job. The typical cross-country meet is, once the runners leave the line, an invisible affair. While the runners are off in the fields and woods keeping warm, the prospect for the spectator is a cold one. Usually he stands around stamping his feet for 10 or 11 minutes and then, after watching the finish, goes home.

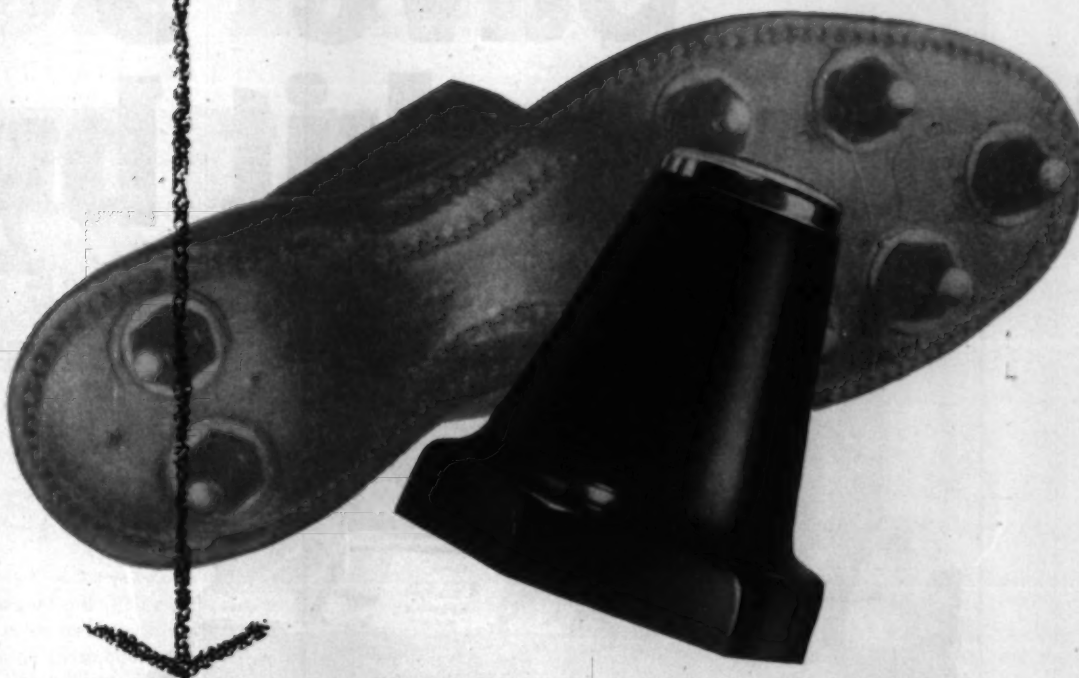
It's these cold 10 minutes that you can enliven. It's those 10 minutes that can make or break the attitude of the spectator toward cross-country. What, then, can the coach do to brighten up this short period of time?

First of all, make the spectators comfortable. Arrange to have seats

(Concluded on page 94)

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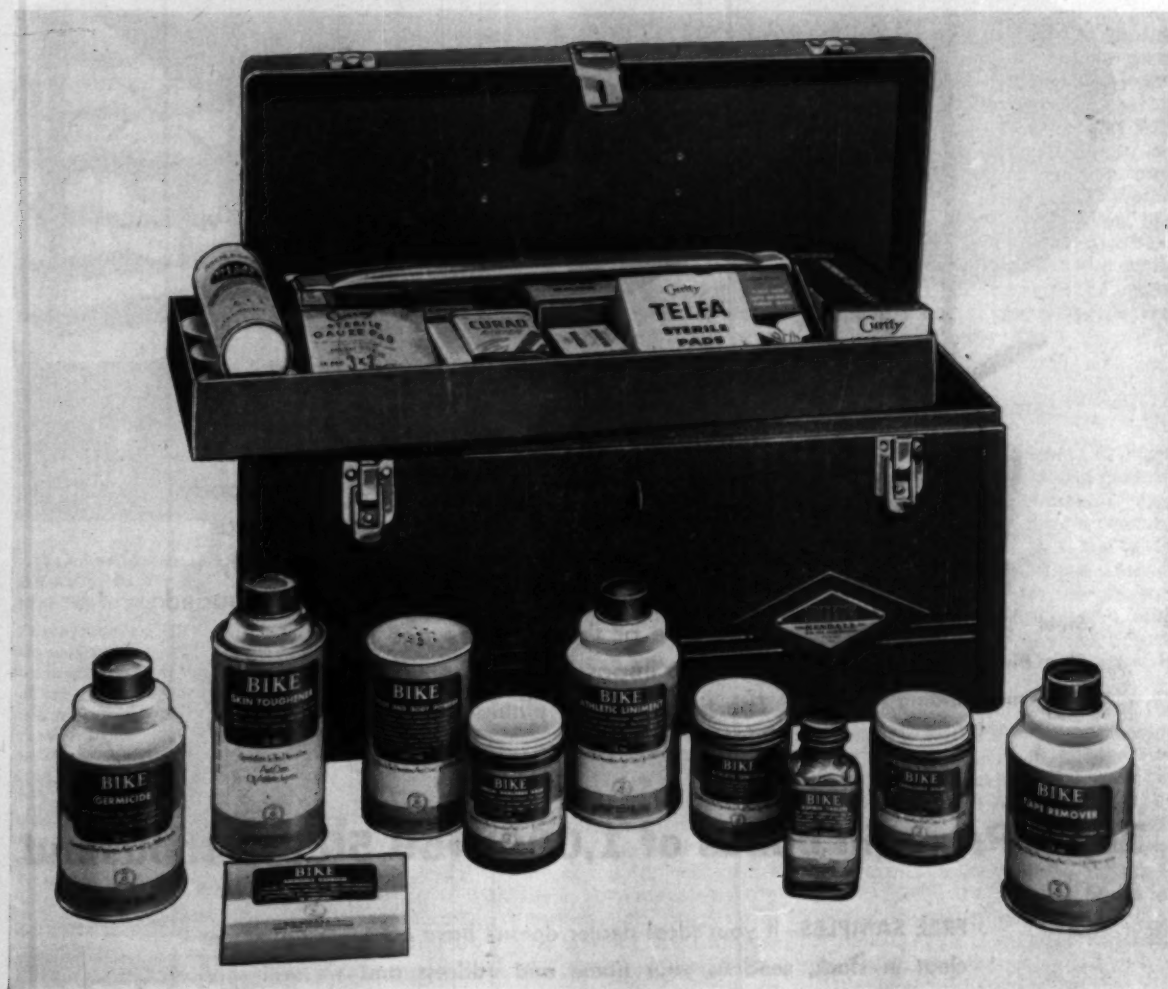
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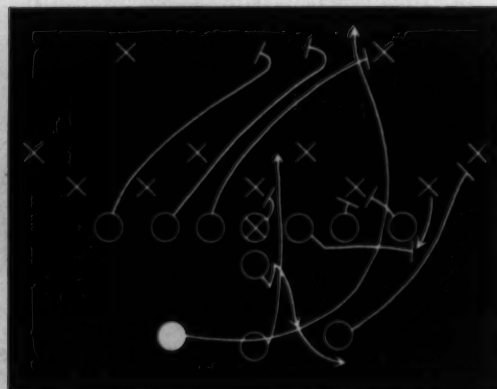
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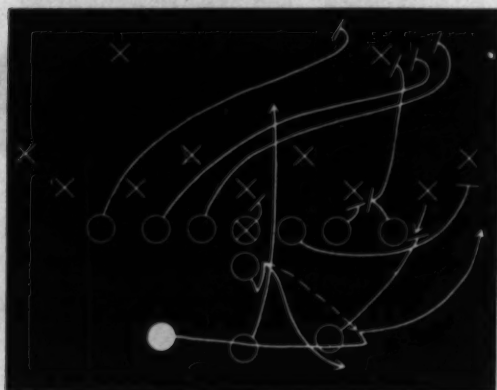


Diag. 1, Basic Inside Ride to Fullback



Diag. 2, Fake to FB Give to LH Off Tackle

A COMPLETE INSIDE BELLY OFFENSE



Diag. 3, Wide Play With LH Carrying

WHILE the inside belly series has been employed with devastating effect by such outstanding teams as Georgia Tech, Miami (Fla.), and Army, until now it has just been utilized as a supplement to the regular offense. Only a few plays have been run from it, namely the ride to the fullback and give to the halfback off tackle or the give to the fullback on the ride over guard.

I believe there are great possibilities for other plays off the belly series, and I'd like to present an entire attack built around it.

The basic play of the series is the inside ride to the fullback with a fake to the halfback off tackle (Diag. 1).

The quarterback assumes a parallel stance and his first step is with the right foot back toward the fullback. He meets the fb about $1\frac{1}{2}$ yards off the line of scrimmage, then rides him into the line with the ball in the fb's stomach. The ride is made with a slide step, with both hands on the ball.

An important coaching point for

the qb is not to let the fb get too close to him. The qb stays about arm's length from the fb. He looks the fb into the hole and does not hurry his ride or fake.

The qb then pulls his hands out of the fb's stomach and fakes a hand-off to the left halfback going off tackle. After this fake, the qb rolls out and fakes a pass.

Fullback starts fast for the No. 2 hole over his right guard. As he and the quarterback make contact, he comes under control and bends at the waist. He fakes over the ball with the inside arm up and allows the quarterback to place the ball in his stomach. As he reaches the line of scrimmage, he should have the ball under control and be prepared to cut off the block of his right guard.

Left halfback takes a long step with the inside foot directly parallel to the line of scrimmage. When he reaches a spot to the left of where the fullback normally is, he plants the right foot and cuts for the off-tackle hole.

Right halfback drives at the defensive end and passes him, then blocks the first man to the outside.

Strong-side end goes downfield to

block the strong-side halfback. This move also sets up the pass off the inside belly.

Strong-side tackle blocks the opposing tackle out, while strong-side guard blocks the strong-side line-backer any way he wants to go. The fullback cuts off this block.

Since some 5-4 linebackers key on the guard, we tell our strong-side guard to pull as he does on the off-tackle play. If the linebacker is going with him, he'll take himself out of the play.

Center blocks the man over him away from the play, weak-side guard blocks the weak-side linebacker, and weak-side tackle and end pick the fullback up at the hole and lead him downfield.

The second play in the series is the fake to the fullback and give to the left halfback off tackle (Diag. 2). In this play, the quarterback's stance is the same and his steps are exactly as in the fullback give. But this time he pulls the ball out of the fullback's stomach and gives to his left half going off tackle. After he gives to the halfback, he rolls out and fakes a pass.

The fullback starts just as he did in the previous play, coming under control as he and the quarterback make connections. The fullback must

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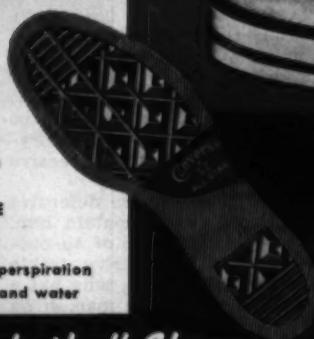
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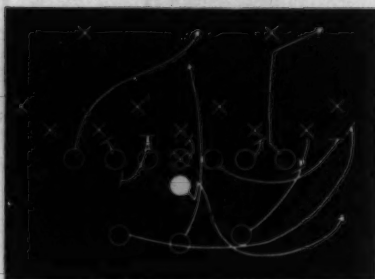
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Diag. 4, Qb Roll-Out Pass-or-Run

make a good fake and turn to the inside of his offensive guard. He should try to make the fake so good that the linebacker will tackle him.

Left half takes the same steps as before and cuts off tackle, this time getting the ball from the quarterback. He should be coached to run the inside of the hole nearest the double-team.

Right half again dives at the defensive end. This time he's trying to set up the end for a trap by the guard. He continues past the end and blocks the outside linebacker.

Strong-side end and tackle double-team the defensive tackle, with the tackle posting and the end driving him in.

Strong-side guard pulls and blocks the end out, while center blocks the man over him away from the play. Weak-side linemen block downfield.

This play was very effective for us in 1954 when we had Mel Triplett (now with N. Y. Giants) at fullback as an inside running threat.

The third play of the series is a wide play with the left halfback carrying (Diag. 3). The coaching points for the quarterback are the same as on the two previous plays, except that after the ride to the fullback he pitches out to the left half going wide. The pitch is made with both hands in the fashion of an underhand basketball pass. After making the pitch-out, the quarterback rolls out and fakes a pass. He can also cut off any pursuing weak-side linemen.

Coaching points for the fullback are the same as on the off-tackle play. He must make a good enough fake to have the linebacker tackle him. It's very important to turn to the inside of his offensive guard and drop the outside shoulder so the strong-side linebacker won't know if he kept the ball or not.

Right half, who has been setting up the end on the last two plays, blocks him in this time.

Left half starts with a long step to his right and sprints as hard as he can to the outside. He should look for the pitch when parallel with his own right tackle.

Strong-side end fakes a block at the defensive tackle and goes down to block the strong-side defensive halfback. We do this in order to set up a pass-or-run option situation that will keep the defensive halfback

from coming up too fast on the wide play. On the pass or option play, he makes the same maneuvers, except he passes up the halfback. This is a definite end run and there is no option.

Strong-side tackle hooks the tackle in, while strong-side guard pulls to lead the play. He blocks the first man who shows on the outside. We teach him not to leave his feet but stay with the man and let the back cut off his block.

Center blocks man over him away from the play, and weak-side linemen go downfield. They just clear the line of scrimmage and run parallel to it, then cut upfield to pick up pursuing defensive men.

The fourth play is the quarterback roll-out pass-or-run option (Diag. 4). The quarterback takes the same parallel stance, steps back, rides fullback, pulls ball out, and runs to his right behind the left half. He has the option of passing or running, depending on the action of the defensive halfback on that side.



Diag. 5, Qb Keep Between G and T

Fullback makes same fake over his guard, making sure the linebacker at least challenges him.

Right half drives at the defensive end as he has done on every play. This time he blocks him in.

Left half starts with a long step to his right and sprints hard to the outside to lead quarterback downfield. He blocks first defensive man to show.

Strong-side end fakes a block at the defensive tackle and goes down at the strong-side halfback, then cuts to the outside. The end must go at the halfback to force him to cover him deep outside. If the halfback disregards the end, he'll be open for the pass from the quarterback, who's keying off the action of the defensive halfback.

Strong-side tackle hooks defensive tackle in, and tries to contain him. I feel that our end's fake of an outside block on the defensive tackle helps our offensive tackle, who has a tough job of hooking the man in on this play. I also feel that if the fullback is a good inside threat, he'll have some effect on the defensive tackle that will help our own tackle to do a better job.

Strong-side guard pulls and blocks first man to show on the outside.

Center blocks man over him away from the play.

Weak-side guard steps forward to

see that the linebacker doesn't shoot. If he doesn't shoot, the guard pulls back to the weak side to pick up pursuing linemen.

Weak-side tackle blocks man over him away from the play.

Left end goes downfield as on any running play. He then turns up the middle as a pass receiver. If the run develops, he can turn back to block the weakside halfback.

It should be kept in mind that the quarterback can let the fullback keep the ball on any of these plays simply by saying "GO" as he's riding him into line. This will keep the inside linebacker honest in case they're keying off the guards.

The fifth play of the series (a qb keep) is very effective against the Oklahoma 5-4 defense. In this play we utilize the fullback as a blocker after the ride by the quarterback. I don't think many teams are using this maneuver from the belly series (Diag. 5).

The quarterback takes the same parallel stance and steps back toward the fullback. He rides the fullback in the same manner as in all belly series plays. After the ride, he follows him into the line on a quarterback keep play between his own tackle and guard.

Fullback starts the same as on the previous plays. When he and the quarterback meet, he fakes over the ball as before but comes a little closer to the quarterback so he can get an inside-out angle on the defensive tackle. Then he drives the tackle out with a good solid shoulder block.

Right half dives at the outside shoulder of the defensive tackle, setting him up for the block from the fullback. He then turns to the outside and blocks the first man to show from the outside.

Left half starts to his right and heads for the off-tackle hole, where he picks up the defensive end and blocks him out.

Strong-side end goes down on the strong-side halfback.

Tackle and guard double-team the strong-side linebacker and drive him back to the weak side.

Center blocks the man over the line away from the play, weak-side guard cuts off weak-side linebacker, and tackle and end go downfield and pick up quarterback at the hole.

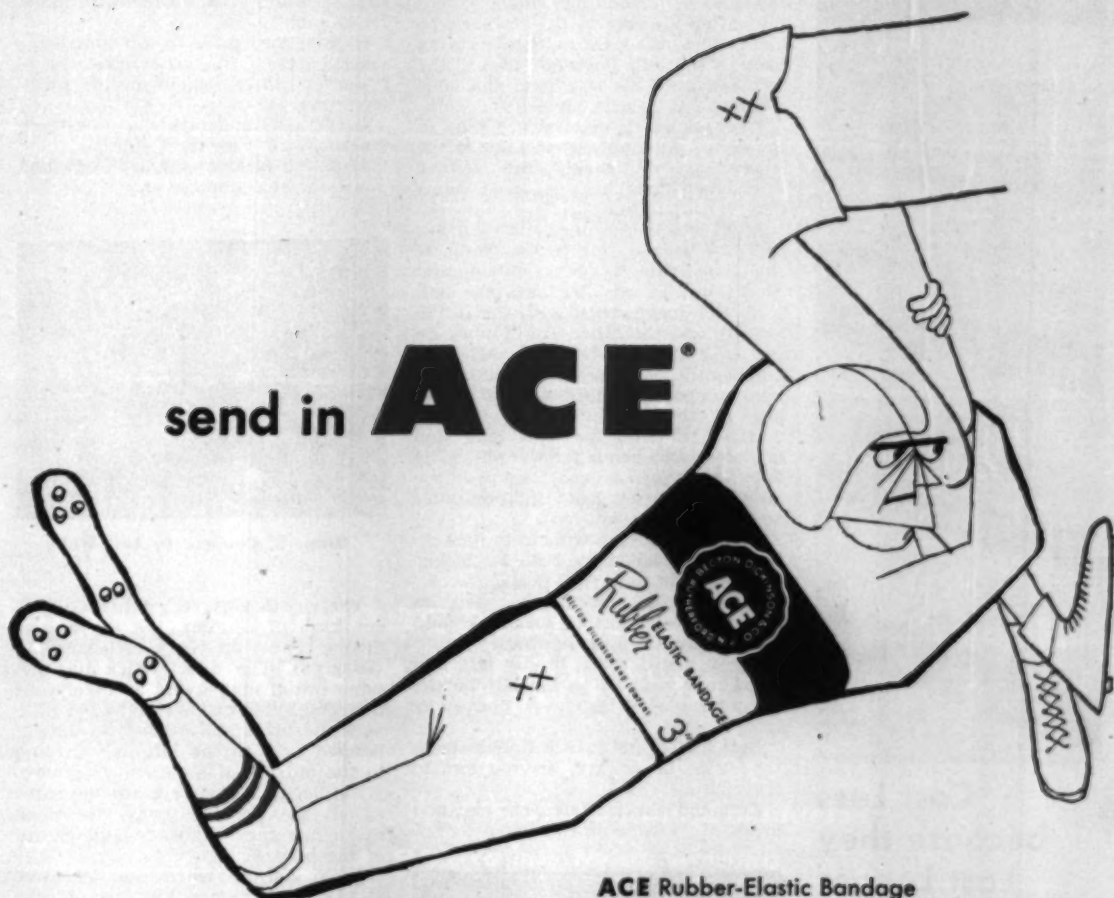
The sixth play in the series is the counter (Diag. 6). Any series of plays,



Diag. 6, Counter to Right Half

when protection is needed...

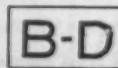
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to be successful, must have a strong counter play that will keep the defense honest. We feel this counter is very effective against the 5-4 defense, especially where the linebackers are going with the offensive guards.

The quarterback's maneuvers are the same as in the other plays, except that after his ride to the fullback he hands off to the right halfback coming back to the left. Then he fakes to the left half with his left hand and continues on to fake a pass.

Fullback starts as on every play in the series, making a good fake so the linebacker will tackle him. If the linebacker does not, he must block him to the right.

Right half delays one count in order to allow a good ride to the fullback, then heads directly for the outside foot of his left guard. He takes the ball from the quarterback with the inside arm up and the other arm down acting as a stop for the ball. After he reaches the hole, he cuts directly upfield and picks up his downfield blockers.

Left half takes the same long step as before and heads for the off-tackle hole. He makes a good fake over the quarterback's left hand and continues on to block the end out.

Right end goes downfield to pick up the ball-carrier at the hole. He blocks the first defensive man that shows.

Right tackle checks the man on him, then releases and goes downfield to pick up far-side halfback.

Right guard pulls to his left and traps man nearest to his left tackle.

Center blocks man over him away from hole.

Left guard and tackle double-team the inside linebacker, driving him to the right.

Left end checks defensive end and picks up outside linebacker.



Diag. 7, Qb Counter Over Guard

The seventh play is a quarterback counter (Diag. 7). The quarterback starts the same as on all belly plays, but upon completing his ride to the fullback he pulls the ball out, reverse pivots and heads for the outside foot of his left guard, then cuts upfield.

Fullback starts as on all the other plays of the series and continues to fake so as to make the linebacker tackle him. If the linebacker doesn't tackle him, he must block him out of the play.

Right half dives directly at the de-

fensive tackle in order to hold him momentarily. Then he passes him and blocks downfield.

Left halfback fakes the off-tackle play.

Right end goes downfield and picks up the ball-carrier at the hole.

Right tackle check-blocks the man over him and goes downfield to block far-side halfback.

Right guard pulls to left and traps man nearest to his left tackle.

Center blocks man over him away from the play.

Left guard and tackle double-team the linebacker on their side.

Left end checks defensive end and blocks outside linebacker.



Diag. 8, Counter to Left Half

The eighth play represents a different kind of counter. It's the quick-hitting type with fancy ball-handling (Diag. 8). The quarterback has the same initial maneuvers as before. At the completion of his ride to the fullback, he turns and pitches an underhanded pass to the left half driving to the outside of his own left guard.

Fullback's maneuvers are the same as on the previous play. He must make sure the linebacker is taken out of the play.

Right half dives at the defensive tackle, then passes him and blocks downfield.

Left half takes one long step with the inside foot as before, then dives for a spot between his left offensive guard and tackle. He takes the first step parallel to the line in order to allow the quarterback time to get a good ride to the fullback. As he dives for the hole, he turns his head to the inside and looks the ball into his hands, then continues his drive straight down the field.

Right end goes cross-field and picks up the ball-carrier at the hole, then blocks the first man to show.

Right tackle check-blocks the man over him and releases downfield to block the far-side half.

Right guard pulls to his left and traps the defensive tackle.

Center blocks the man over him away from the play, and left guard and tackle double-team the linebacker.

Left end must check the defensive end and then block the outside linebacker.

Since every series of plays must
(Continued on page 91)

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By D. Y. YONKER
Soccer Coach, Drexel Institute (Philadelphia)

Two-Ring Soccer Defense

IN PREVIOUS articles published in *Scholastic Coach*, the author has emphasized certain offensive aspects of soccer—the offensive possibilities inherent in “three-back defense”; an exposition of “close-marking” as an individual technique to get the ball away and into play, and the effectiveness of the short-passing game as an accompaniment of the “two-center-forward” plan first exploited on a large scale by the Hungarian National Team.

Out of this latter study came a means of using the deep-lying lineman to fill the center-of-the-field gap which occurs between halfbacks in three-back soccer, and the establishment of this player as the originator and keyman in a passing pattern comparable to that of the pivot in basketball.

Throughout all of these studies, it was noted that a successful offense can only operate from a secure defense, and that after dispossessing the opponent it was the first, successful pass to a teammate that was necessary to start an effective offensive pattern.

From South America, where the finely conditioned teams of Brazil, Argentina, and little Uruguay have consistently held their own against leading continental elevens, comes still another method of digging the ball out in the defensive area and getting it started in the other direction.

Basically, this consists of bringing defenders to the fringe area, just out of range of actual goal defense, and of placing them in position to receive short clearances from the teammates more directly involved with goal guarding.

Fig. 1 shows a mid-field pattern of defense in which a deep lineman (IR) is used to close the gap in the center of the field. However, as the

offense closes goalwards, the defense is forced to the center and there appears an open space in front and to the outside of each wing half-back, creating a telling strain on the deep forward (Fig. 2).

To counter this, the Brazilians expect their wingman to return past the halfway line in order to break into this open space. Their primary purpose is not to challenge opponents who have the ball so far away from the goal; they must still be ready to spearhead a fast thrust upfield should their team gain possession.

They are, however, a definite possibility in originating the thrust, for—with the forward inside—they're now called upon to dash into the open areas (Fig. 3) to receive a pass and move it immediately to a better placed teammate.

It will be noticed that the defense appears as a double ring about the goal. The inner ring, made up of fullbacks and the three halfbacks, play man-for-man on the opposing forwards.

The goalkeeper is extra insurance to gather in shots forced from as far out as possible. He may also challenge a man who breaks through by individual brilliance. In the latter instance, he'll often move well out from the goal, whereupon at least two of his backs should retreat to stations between the uprights.

However, it's the outer ring of defenders, made up of wings and insides, which is most important in the South American method of starting the offense as the ball changes hands.

Whenever the goalkeeper receives the ball, or the inner defenders momentarily dispossess the offense, the deep inside should move laterally toward one or the other of the sidelines. He should not break straight downfield; for with each

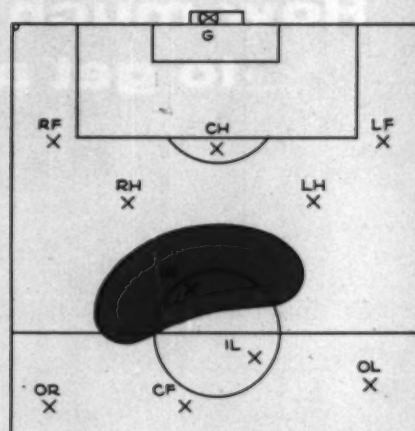


FIG. 1: In mid-field defensive situation, deep forward (IR) closes the gap between the wing halves and forward line. IL plays "up" or second CF position.

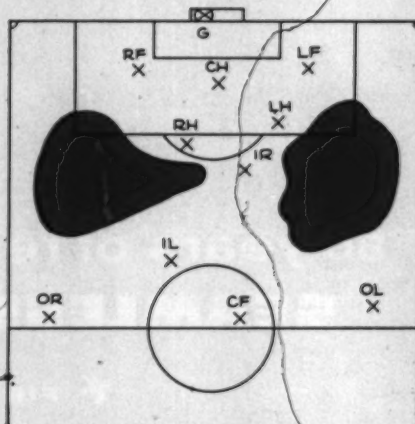


FIG. 2: In deep defensive situation, the deep forward is unable to cover the gaps developing on the "fringe."

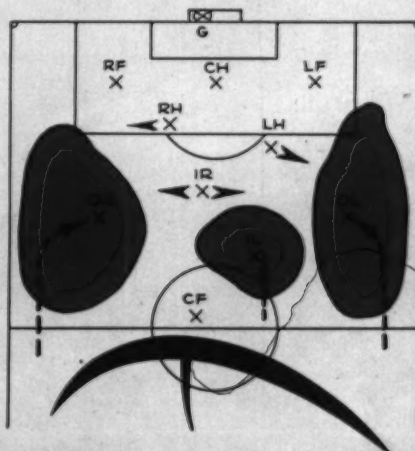


FIG. 3: Two-ring defense showing outer ring of wings and insides supplementing inner ring of backs and halves. Arrows show breaking possibilities for controlling clearance. Possible center forward advance shown by heavy lines.



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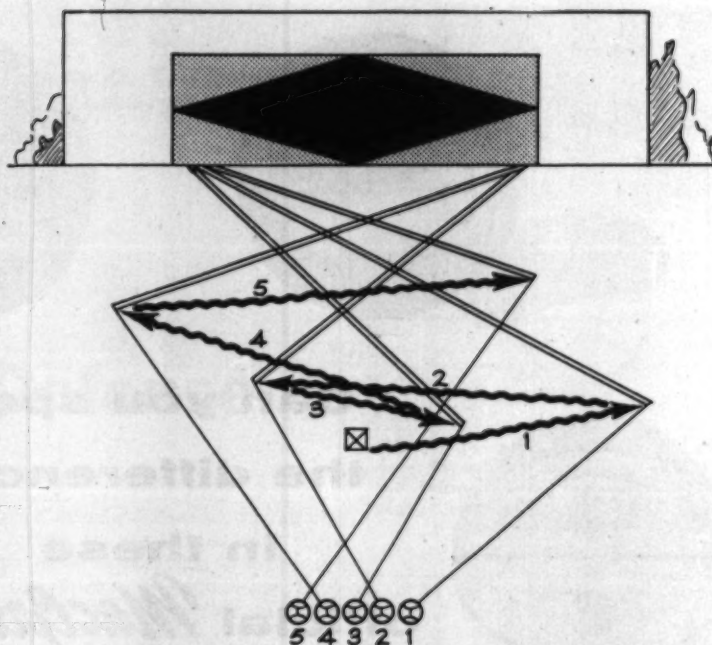


FIG. 4: Angles of best use indicated by shaded area while part most easily defended by goalie is indicated by diamond area. Straight lines indicate ground passes, wiggly lines indicate runs to control ball, and double lines indicate shots for corner or rebound board.

step, he makes it increasingly difficult for the goalkeeper to reach him with either a kick or a thrown ball. Secondly, his lateral movement will draw the attention of the goalie much faster than a downfield advance.

At the same time, wings should have moved back along the sidelines and be cutting into the gap areas. These movements of key players are shown in Fig. 3.

It's true that this leaves the center forward more or less alone at the midfield stripe. But the forward inside, who plays the second center forward position, should be between this player and the outer ring of defenders. Thus, effective, short-passing triangulation should be possible.

What usually occurs is that the center forward cuts at top speed into the area of the lineman who has gained possession of the ball (shown in Fig. 3). This does two important things. It carries the play to an area where the defense is in short supply; and, secondly, it tends to draw the opposing center half from the center to cover his opposite number.

This should clear the way for another teammate to move into the space before the net for a try at goal. It's the forward inside player or the opposite wing who's most likely to be offered this opportunity. As a matter of fact, the man who

gets the ball should use the forward inside player or either of the wings who now return to their usual positions. A bewildering offense can then be in operation in very short order.

If the center spearhead finds himself blocked thereafter and unable to take the ball forward, he'll only have to pass to his following teammate or one of the wings in order to keep the thrust moving in the desired direction. Actually, if the goalkeeper originates the offense, there should be a minimum of six men breaking into open areas. This number can be increased to eight when the occasion warrants.

Normally, after any kind of defensive stand, fullbacks and the center half won't enjoy much freedom of movement since their opponents must still be counted dangerous elements should the ball return before the net. However, both wing halves from the inner ring of defenders, and the insides and outsides will be free to move into open areas.

Immediately after one of these players successfully commands the ball and moves it off to a teammate, the fullbacks too can enter into the offense, and ten-man triangulation is possible. When such a pattern is presented to the opposition, short passing thrusts can be made repetitive. When this occurs before the
(Continued on page 74)



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By **ALAN S. CRAWSHAW**

Member, Nat. Assn. of Athletic Trainers

Protective Bracing

WEBSTER defines the word brace as follows: "to bind, fasten, to furnish support, a prop, to set so as to resist pressure."

In the field of physical therapy, or anywhere else for that matter, braces are of no value unless they can meet the following requirements: (1) prevent deformity, (2) control movement, (3) support body weight, (4) maintain joint alignment, (5) facilitate function, and (6) protect weak muscles.

Insofar as the athlete is concerned, we must include such items as helmets, nose guards, pads (including hip, shoulder, and thigh), corsets, girdles, and any other item used by a participant in an athletic contest.

I put the types of braces into two categories: artificial and natural. Under artificial, I would include all the aforementioned items for protecting the player and also tape, splints, casts, crutches, etc. The natural type bracing would include the protection that Mother Nature gives us; e.g., the brace protecting the vital organs of the chest, more commonly known as the rib cage, and ligaments, tendons, and muscles to name a few examples.

Although Mother Nature has provided us with very good bracing, some people will not take the time it requires to help her along after an injury has occurred. For instance, there's the boy who doesn't think it important enough to do progressive resistive exercises because it takes too long, or the boy who doesn't want to use his crutches, or the smart one who thinks he can get along without ankle wraps or taping. We could go on and on thinking of instances of this sort.

I believe that if boys had better bracing and were checked more carefully to insure a correct fit in equipment, there'd be a lot less injuries. And once injuries do occur, we should give Mother Nature a chance to reinforce her bracing instead of rushing the athlete back into the game too soon.

The application of braces should be put into the hands of a skilled and experienced person, otherwise it can be abused. Because a man has

played football or another sport in college, doesn't qualify him as an expert in athletic training. A trainer, in addition to knowing first aid and having knowledge of taping, should also possess a knowledge of anatomy, physiology, kinesiology, and some psychology.

If a school can afford to purchase the best in equipment, both protective and physical therapy equipment, i.e., diathermy, whirlpool, etc., then the least it can do is employ a person trained in this field. Many promising high school athletes never get to play collegiate ball because of injuries received in high school that were not given the proper medical attention.

A coach should not be expected to be a trainer too. The school should have a qualified trainer on hand at all times. A very good case in point is that of Arnold (Pa.) High School, where the coach, Alex Tannas, will not allow a boy to participate if he's at all doubtful about any injury. He'd rather lose the game than see a boy suffer more serious injury by not being up to par.

The trainer should know how to check for comfort and pressure, and see that the brace is doing its job satisfactorily. The brace must fit the individual, as no two people are alike. What may do for one person will not do for another.

Some trainers prefer ankle wraps to tape for protecting the ankles. I have always preferred ankle wraps because of the time and money it saves. However, in the case of an ankle that's been previously injured, I insist on tape for every practice and game.

The materials used in bracing an athlete are steel, aluminum, felt, plaster of paris, leather, tape, or gauze. The type of brace used depends upon the type of injury or the part to be protected. Some of the methods I have used for bracing the athlete are as follows:

Case 1: A brace was needed to protect a fractured sternum. I consulted with the doctor and the equipment manager and decided to make a brace that consisted of a

(Concluded on page 62)



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A Technical Analysis of the World's Greatest Swimmers

By **THOMAS KIRK CURETON**

*Supervisor of Physical Fitness Research Laboratory
University of Illinois*

ONE of the outstanding developments in the 1956 Olympics was the smashing triumph of the Australian swimmers. On a 10, 5, 4, 3, 2, 1 point basis, Australia defeated our men swimmers 78 to 36 and our women swimmers 47 to 42.

The youth of the Aussies was highly significant. Among the men, Jon Hendricks was the oldest at 21; David Theille was 18; Murray Rose only 17, and John Konrads just 14. In the women's division, Sandra Morgan, gold medalist in the 400-m. relay and 5th in the 400-m. final, was 14; Faith Leech, 3rd in the 100 and member of the winning 400-m. relay, was 15; and the two champions, Dawn Fraser (100 m.) and

Lorraine Crapp (400 m.) were 19 and 18, respectively.

What were the reasons for Australia's remarkable success? After considerable investigation, the writer came to the following conclusions arranged in order of their importance:

1. A long range policy, from 1948, when Forbes Carlisle, Australian coach at the London Olympic Games, and Marsden Campbell, of Sydney, collaborated on an eight-year plan, featuring early identification of the best youngsters and consistent coaching and training over an eight-year period. Preparation of a training chart, copyrighted by Marsden Campbell, with the help of Kiphuth,

Mann, and Cureton, which was posted in every team house, pool, and bath in Australia to guide the up-coming youngsters.

2. Hard training, gradually brought to a peak during five months of "working together" at Townsville, Queensland, in the northern warm part of Australia, with all coaches, trainers and scientists collaborating. After 1948, the daily dosage was increased from 1 to 5-6 miles.

3. Super-charging with vitamins, wheat germ oil, and wheat germ as supplements to the diet.

4. Use of "Training Notebooks" authored by Forbes Carlisle, in which the details of the workouts of every day were posted, available for the swimmers, coaches and scientific staff to study.

5. Careful avoidance of "over-training" by gradual build-up, alternation of work and rest, and the use of a "pulse-count method" after each 100 of the interval training workouts used in the pool.

6. Use of the "many coach" system, wherein each coach of a leading swimmer is included in the panel of experts related to planning Olympic swimming training.

7. Use of scientists and medical doctors to help the team with diet, tests, medical checks, elimination of fear, and scientific information.

Les Stanton, Queensland coach, stated in 1952, "Swimming technique has undergone little change over the

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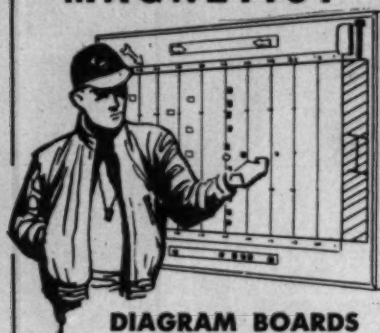
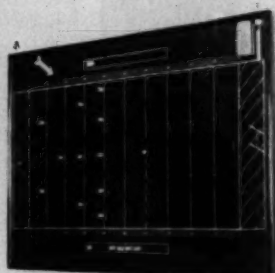


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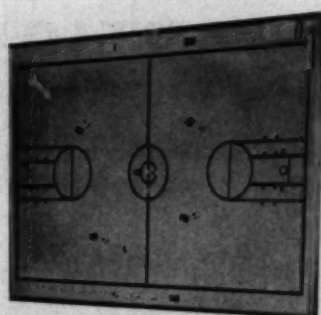
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last decade but conditioning methods have been revolutionized since 1948. Good coaches these days aim for rhythm, relaxation, and then more and more work."

Charles Silvia (coach of Bill Yorzyk), Jim Counsilman (coach of George Breen), and I talked with several of the Australian coaches. They were all in good agreement in teaching the deep catch (quick entry) type of crawl stroke, having read about its use in this country several years ago, based upon experiments conducted at Springfield College as early as 1930. In general, their kicks were very good, 6 beat orthodox, smooth and very strong throughout the race.

They freely admitted that what they knew, they got from Americans and from articles published in *Beach and Pool*, *Research Quarterly*, and *Amateur Athlete*. I found them quoting things we had put into the literature back in the 1930's, especially the article on "Factors Governing Success in Competitive Swimming" in the 1934 *Intercollegiate Swimming Guide*. They were also quite familiar with our physical fitness books, which gave the comparative fitness data on Japanese and American Olympic swimmers.

No new crawl styles evolved. Their strokes seemed more economical than Breen's, all had mastered the flip turn, and their endurance was generally better. Murray Rose had a slight drag in his right leg, which appeared to miss a beat as he breathed on the left. Breen's "flail" seemed by comparison very uneconomical. This makes us wonder just how good Breen could be if he mastered the more economical and more efficient short entry stroke with a smooth kick.

The girls and the boys swam remarkably alike, uniformly good 6-2 crawl strokes. Their superiority in the sprints and freestyle relays was very marked. Better fitness ran through all of their swimmers, girls and boys alike.

OTHER TRAINING PROCEDURES

The Australian coaches attribute the unusual success of the Australian swimmers to training, this having been stepped up from 2 miles per day to 5-6 miles per day since the London games, following the report of Bruce Bourke and the training chart of Marsden Campbell. S. B. Grange, mgr.-coach of the 1952 Australian team at Helsinki, also recommended that this be done, and that some plan be worked out to swim all year.

Forbes Carlisle gave physiological tests, planned the vitamin feeding, the taking of wheat germ oil and wheat germ. His paper at the World Congress of Physical Education, "The Use of Post-Exercise Heart Rate Counts in the Prediction of the Maximum Performance and in Assessing the Progress of a Swimmer in Training," gives data on top Australian swimmers, especially his own swim-

mer, Terry Gathercole. The latter greatly supplemented my own observations about the "Super-charging" with vitamins, wheat germ oil, and wheat germ.

Carlisle was very afraid of top trials repeated too frequently because he was sure they would make the swimmers go stale. His pulse-rate method, based on taking the pulse rate 10 secs. after each 100 yard swim in pace trials, was really Professor Frank Cotton's method. I heard Cotton expound on this method in the scientific meeting held at Helsinki. It was then published in *Sport Medicine*, 1953. His earlier papers are cited in the references.

DATA ON TOP CHAMPIONS

JON HENDRICKS (100-m. free-style champion in 55.4, a new Olympic record): 21 years old, 73", 175 lbs. At 14, he swam 70 sec.; at 15, 65.8; at 16, 62; at 17, 57.2; at 18, 56.9; at 19, 56.2; at 20, 55.5. Never has smoked. Believes in resting up a week before a race. Other training procedures:

Repeating 100-yard swims at a fast pace.

Stretching exercises to increase suppleness.

Practicing pace fast enough to win.

Practice of starts.

Practice of turns.

Swimming with legs strapped or tied to a tube.

Kicking legs many lengths on a flutter board.

Warming up well before racing, both exercises and swimming.

10 hours of sleep every night.

Restriction of liquids on day of a race.

Complete rest day of and day before a race.

Hot, then cold shower before race.

Moderation and correctness in eating.

Eating a lot of fresh fruit, fruit juices.

Becoming acclimated to place of race.

Avoidance of dates and dancing during rigorous training.

50-meter wind sprints, 30 secs. between.

Liver, lamb and kidneys.

Wheat germ, wheat germ oil.

Vitamins "C", "E"—as in wheat germ oil, halivol, oblivon.

Frank Guthrie, his coach, stated that he had a remarkable sense of timing. After a fast swim according to plan, he frequently said, "It was on the dot," meaning that his pace was just what was planned. Due to many invitations to swim, he maintained a high state of training all year round.

His training program is, typically, to leave home about 6 A.M. after eating some raw fruit, and then take a long swim if it's pre-racing season. If it's near racing season, he shortens the distance to a series of 20 to 30 sprints of 50 yards each with 30 secs. rest between. Then he'll do 10 sprints of 100 yards with about a minute between. These are about 3/4ths wide



Above:

Hyde Park School, Waukegan, Illinois.
Architects, Ganster & Hennighausen,
Waukegan. Photo by Bill Hedrich,
Hedrich-Blessing, Chicago.

Below:

Commercial High School,
North Chicago, Ill.
Architect, Warren S. Holmes Co.,
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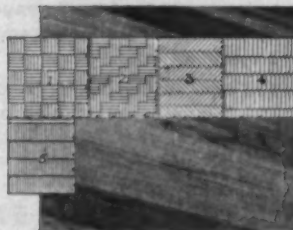
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open, or as the Australians say, "Not quite flat out." They are 80 to 90% of his best. He'll then do several laps with his feet tied or fixed to a tube; and follow with a quarter-mile of flutter kicks.

About 8 A.M. he returns home for bacon and eggs. For lunch he invariably has a steak. Then at 5 P.M. he's back at his training again for an hour. When within a month of a top race, he works out three times a day, adding a noon session of one hour. This adds up to four to five miles per day in the summer, and almost as much in the winter in an indoor pool.

His stroke is very well-balanced with a strong kick and powerful arms. The pull is directly down the center under the body with a full pull-through; the recovery is fast with slightly bent arm. The entry is short with some slide forward under the water.

MURRAY ROSE (400-m. and 1500-m. freestyle champion): 17 years old, 72", 168 lbs. His pattern is much the same as Hendricks', except that he uses 200-yard trips in his repeat swims with a minute between. He works throughout the year.

Scientific diet is one of his pet concentrations. Being a diabetic, he has always been a strict vegetarian. His daily diet includes dark bread, porridge, fruit, nuts, soya beans, and an Irish kelp.

His stroke was very good, an easy and efficient crawl. His arms cut in short and slid forward under the water to a comfortable but DEEP catch, then pulled immediately with very little "ride" on each arm. His legs were very much better than Breen's but still there was a little hesitation in the right leg as he breathed on the left. He missed a beat just at this time. Just the same, his stroke was remarkably smooth and economical, with a flat body position, easy turn of the head, good breathing, semi-open turns.

Rose has been the pupil of Coach Sam Herford since he was 5 years old. He has been taught that will-power is very important—that a man can do what he will make himself do. At times, he has done 7-8 miles per day, but after leaving Townsville in October did not exceed 6 miles per day.

GEORGE BREEN (3rd in 400-m. and 1500-m. freestyle, set world record of 17:52.9 in 1500-m. trials): 21 years old, 72", 174 lbs. Has been swimming competitively for 5 years.

Called "The Flail", he drives his right hand in very short and hard, but flings his left arm over almost straight as he breathes on the left side. This high lift of the left arm probably gives him more time to inhale. He's very buoyant and rides high.

His most impressive pace, being fast from the very beginning, seems to be in spite of his rather poor leg kick. As he breathes on the left, the left leg drags very perceptibly with an ankle which appears to be stiff, toes hooked. His arms pull well, espe-

ONE of the world's greatest authorities on physical fitness, Professor Thomas Kirk Cureton Jr. is the guiding genius behind the internationally renowned Physical Fitness Research Laboratory at the U. of Illinois. His experiments on cardiovascular, respiratory, and neuromuscular performance have achieved world acclaim, and his many books and papers are professionally studied from Alaska to Timbuctoo. His analyses of the world's greatest swimmers were culled from an extensive paper, "Observations at the Melbourne Olympics, Swimming and Diving," that he prepared for the Aquatic Section of the AAHPER at the Mid-West Convention last March.

cially the left, being well up under the body in the center line.

In the 50-m. pool, he takes 50 strokes per length. Appears to have terrific energy. In the first few lengths he rode so high, we all wondered how he could last. He doesn't roll, rides the hips high, and flicks his head to the side after his right arm has entered.

Breen has never smoked. He believes in resting up before a big race, but at Melbourne he set the new world's record of 17:52.9 in his heat and then tried to do it again two days later but failed with a time of 18:08.2. Admittedly, it was harder to swim with Murray Rose on one side and Yamanaka (Japan) on the other side, both in adjacent lanes.

His training questionnaire gives top ratings to the following items:

Long distance swimming nearly every day.

Repeat short dashes a number of times in each workout.

Strength exercises (pulley weights) to build power of arms.

Exercises on land to improve coordination.

Practice to hold a pace fast enough to win.

Swimming with legs strapped or tied to a tube.

Careful attention to stroke mechanics as coached.

Warm-up swim before racing.

Moderation and correctness in eating.

He believes in setting definite goals (times) for his workouts. For more than a year before going to Melbourne, he trained on wheat germ oil. While at Melbourne, he did not take any. His coach, Jim Counsilman, has advised him against kicking his legs too hard, stressing an easier kick, fuller breathing with more time on the left side by raising his arm higher.

BILL YORZYK (200-m. butterfly champion): 23 years old, 71", 165 lbs. Trained at Springfield College by
(Concluded on page 61)

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Two bars are molded in a single one piece unit, thus protecting the nose area as well as the mouth.

This is an advanced development of the famous H.N.B. Bar—the outstanding favorite for the past years. The new double bar marks the result of careful study and consultation with the nation's most prominent college and professional coaches. Designed by the best—for the best. It's so simple to attach too—and interchangeable with our H.N.B. Bar. Fits the same holes.

The upper bar raises gradually at the center where protection is needed most, yet nothing has been sacrificed at the expense of visibility.

Vertical reinforcing members give multiple strength to the lightweight plastic—it's guaranteed chip-proof and nonbreakable.

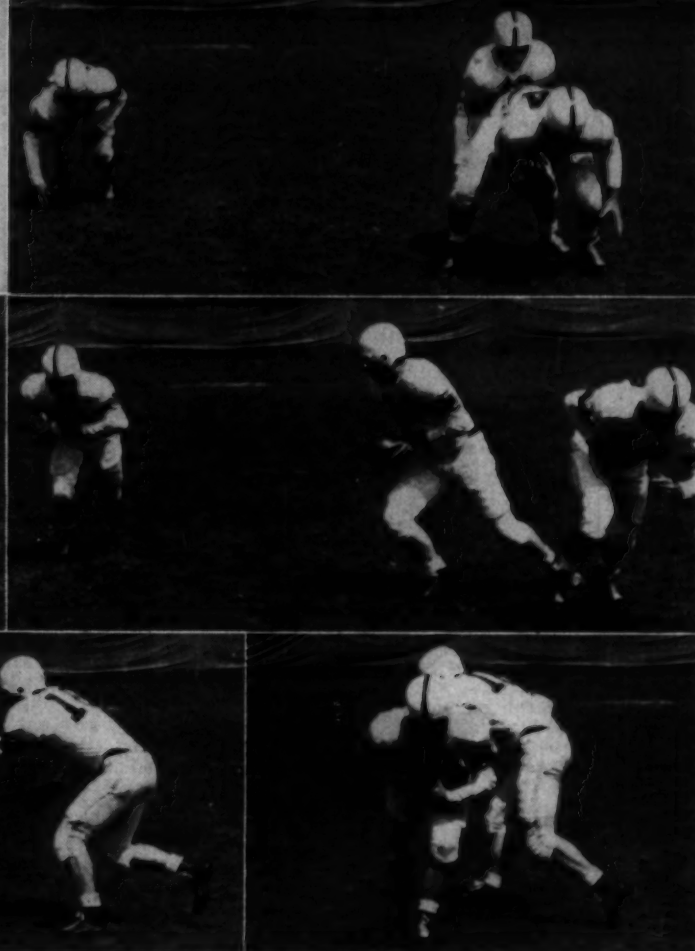
Wide color selection to choose from—Red, gold, gray or white (natural).

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OKLAHOMA-STYLE QB HANDOFF

Holding ball at about same height it was received, qb takes step up and out (along line). He starts extending ball on second step, which is as long as possible. Half-back starts straight forward, driving with short choppy steps without looking at ball. He raises inside elbow so that forearm is parallel to ground and brings outside arm just in front of outside hip. The ball is handed to hb with full extension of arm, being placed in far side of hb's midsection.



Quarterback Rules

By **SAM TIMER**, Coach, North Plainfield (N. J.) H. S.

OUR football organization at North Plainfield has been developed with one thought in mind—to have our entire coaching staff teaching and thinking along the same lines. Since the time of the average high school coach is limited, we like to develop our subject matter during the winter months so that we'll be ready to go come September 1.

We always launch the season with a three-day clinic (usually the last week in August). The entire coaching staff meets for three evenings, going over our general offensive plan one night, our defensive plan the next night, and our personnel and general questions and answers the third night. Each coach is then

issued a coaching book of approximately 50 pages. This covers schedule procedure, techniques, drills, and assignments through the coming season.

Once the season gets underway, we meet at least once weekly with our quarterbacks, following the same procedure with them as with members of our staff. We want them thinking along the same lines as ourselves. We teach them the basic structures of all the defenses they may expect to see and impart all other phases of the game we want them to use.

If our quarterback doesn't do the job Saturday, then we know we haven't done a sound teaching job and had better do something about

it. Following is the "Quarterback Manual" issued to every quarterback and gone over step-by-step in our meetings with him.

QUARTERBACK MANUAL

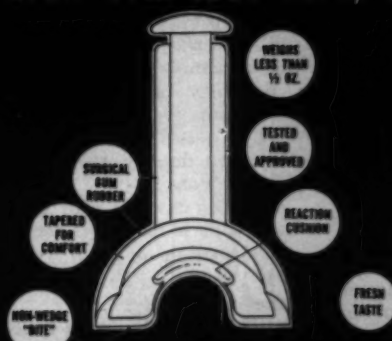
Our football team will be no better offensively than the judgment of you, its quarterback. We as coaches work out a complete and detailed offense for the team. But if the quarterback lacks the ability to call the right play at the right time and lacks the natural leadership to inspire the team to do its best on each play, all our work is of no avail.

You have been selected as a quarterback because we feel you possess the following qualifications. If you feel you do not have them, then you should most certainly strive to pattern yourself along these lines.

DON'T LOSE A TOOTH



Even with face bars, **DENTIGARD** protection is needed!



DENTISTS SAY: "DENTIGARD includes the best principles of protection for gums, teeth, lips and jaws. Almost as important is the fact that DENTIGARD is comfortable, for without such comfort many players simply will not wear a protective device."

COACHES SAY: "No player is at his physical peak with a restricted air supply. Of all the ejectable mouthguards available, only DENTIGARD does not impair breathing. Further, the ability to "talk it up" is a great psychological advantage."

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The result is heads-up football; harder play because it's safer play! So test your team's reaction right now. See your local dealer or Air Mail the coupon today for prompt delivery. Order enough for a fair trial—and if for any reason you don't find DENTIGARD everything you've hoped for—the full purchase price will be immediately refunded!

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the new sport sock that stretches
to fit any foot size 10 to 13.

WIGWAM MILLS, INC.
Sheboygan, Wisconsin



COLOR TOP



CUSHION FOOT



1. You need not be popular with the players, but be highly respected and have their confidence in your ability to carry the offensive load.

2. You must have imagination and the ability to perceive the possibilities of the offense.

3. You should have a great desire to fool the defense, whether it be in carrying out your fakes or in your play selection.

4. You shouldn't be easily discouraged when things go wrong, as we know they will from time to time. While it's impossible to teach you exactly what play to call on every occasion, basic principles will apply in your selection of plays. They are as follows:

A. General Instructions:

1. Pit strength against opponents' weakness.

2. Learn all you can about opponents in advance; study them throughout the game.

3. Know all plays, when and where they should be used, and what opponent will have to do to stop them.

4. Know your own teammates thoroughly.

5. Keep cool and confident under all conditions.

6. Have a reason for every play.

7. Repeat successful plays.

8. Always know the tactical situation: Down, distance, score, time, position on field.

9. Consider the weather: Sun, wind, and condition of field.

10. Make opponent respect your basic plays before using your tricks.

11. Know when to kick, not to pass, and what to do on goal line.

B. Opponents:

1. Hit opponents' weak spots; observe opponents' defense alignment on a particular down.

2. Take advantage of defensive tactics:

(a) Inside deep penetrating tackles. (b) Wedge soft playing linemen. (c) Pass according to lateral position and depth of defense.

3. Know who stopped your play and use something against him—trap, flow, screen, bootleg, etc.

4. Know how opponents cover your pass receivers.

5. Run a play over an opponent who is slow lining up—quickly be able, if wings or safety line up slowly, to send a deep pass in their territory.

C. Down and Distance:

1. General Rule: On first and second downs, try for touchdown; on third downs, try for first down; second down, long gainer deep pass; third down short yardage, try for first down; long yardage, long gainer. Note—don't get too methodical, use your head.

2. Remember passes are generally more effective on early downs. Late down passes should generally be thrown short. The defense will be set up for the long ones.

3. Second and two is a good time to pass. Third and one is a poor time to pass.

D. The Score:

Play conservatively when ahead; gamble when behind. Take necessary chances when score is even, but don't forget that a tie is better than a defeat.

When seven points ahead, be conservative; let opponents make the mistakes.

Ahead six points—keep trying, you need more.

Ahead twelve points—keep trying for the clincher.

Behind six points or less, unless late in the game—don't get desperate, you still have time.

Behind twelve points or more—shoot the works!

E. Time Element:

1. Know when to press your team:

(a) In the scoring zone, (b) with the wind or when behind in the score.

2. When to slow the pace:

(a) Against the wind. (b) When ahead in the score. (c) When playing for time.

3. Know how to spend or conserve time:

(a) To stall—run line and sweep plays but don't pass. (b) If behind, sideline pass.

4. Take chances near end of each half—this is excellent scoring time.

F. Position on Field:

1. From goal line to 2 is danger zone:

(a) Get ball out as quickly and safely as possible. (b) Punt is usually best. (c) If run is used, avoid ball-handling plays. (d) Give to back least likely to fumble.

2. From 2 to 40, run in kick zone:

(a) Use safe plays. (b) Pass only if defense is crowding—long passes. (c) This is the ideal quick kick zone. 3. From 40 to opponents' 40—run passes quick:

(a) Long passes, long gainers. (b) Don't kick before fourth down unless you have a good reason.

4. Opponents' 40 to 20, passing zone:

(a) All passes good—use accordingly. (b) Good fake pass-run zone. (c) Sweep good. (d) Kick out of bounds or high.

5. Opponents 20 to 5, special play zone—trick plays.

6. Opponents' 5 to goal, scoring zone:

(a) Give ball to best back. (b)

(Concluded on page 67)



BILL SHARMAN, Boston Celtics star.
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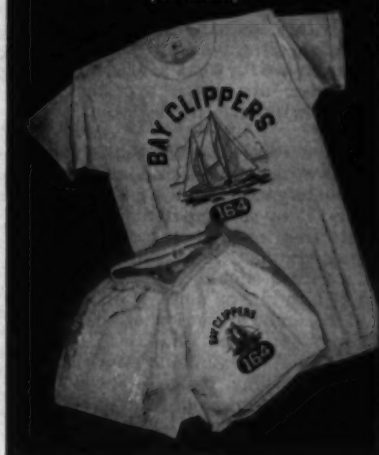
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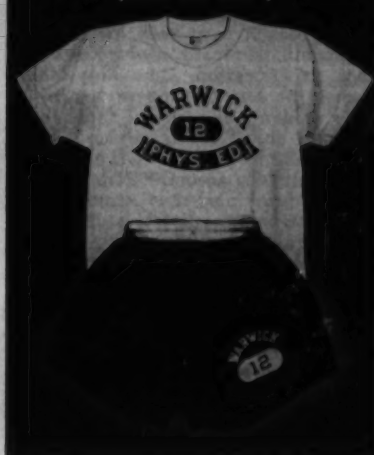
T-Shirt: Style 78QS. Top quality cotton, full cut, ribbed form-fitting neck. **WHITE ONLY.** Sizes: S-M-L.

Gym Pant: Style KEJ. Full cut, 4-piece "Sanforized" cotton twill. Triple stitched Boxer style waist with heat resistant 1 1/4" elastic. **WHITE ONLY.** Sizes: XS-S-M-L.

Complete Price, including shirt and pants processed in your own school color with your own design...

\$1.60 per uniform.

GYM SUIT COMBINATION 2 (White and Colors)



T-Shirt: Style 78QS. White.

Gym Pant: Style KE/B. In following colors—all stocked for immediate delivery: Dk. Green, Kelly, Navy, Royal, Maroon, Scarlet, Cardinal, Orange, Purple, Brown, Gray, Black, Gold. Full elastic waist. Sizes: XS-S-M-L. Complete Price, including shirt and pants processed in your own school color with your own design...

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A Code of Ethics for High School Coaches

*Comprehensive standards designed to fit athletics
into its rightful place in the scheme of education*

INTEREST in high school athletics is at an all-time high. Attendance figures are soaring. Newspapers are devoting more and more space to developments in the interscholastic field. New gymnasiums and athletic fields are springing up where there were none before or to replace those now inadequate.

There are many reasons for this rapid growth. Night games permit many more people to attend. The schools' practices of fielding more teams in each sport, of increasing participation through more extensive intramurals, of extending athletics down into the junior high schools, and of providing more ambitious schedules are a few of the reasons accounting for the rapid growth of interscholastic athletics.

One cannot deny that this increased participation and interest has magnified the importance of our coaches. If the school program is to be conducted in a sensible manner, eternal vigilance on the part of the coach is necessary. Without proper guidance, spectators can quickly develop unsportsmanlike conduct, and players may forget the real values of athletics.

School patrons often forget that for every winner there must be a loser. They become more concerned with the ends than the means. They demand a winning team and pressure the person responsible to produce a successful season. When, and even before such a situation develops, the coach must educate his community and school on the real place of athletics in the scheme of education.

Probably the best means of accomplishing this is to remind the public of the "Seven Cardinal Principles of Secondary Education," and then to relate the value of sports to these fundamental processes. Formulated over 30 years ago by the Commission on the Reorganization of Secondary Edu-

cation, these objectives are well-accepted today.

The Commission set as the goal of the high school the development of (1) health, (2) command of fundamental processes, (3) worthy home membership, (4) vocation, (5) civic education, (6) worthy use of leisure time, (7) ethical character.

If the coach is to keep his feet on the ground, he must likewise know his place in education. Like any other teacher, he has the job of instilling in his students as many of those fundamental objectives as humanly possible. While he probably has a greater opportunity for accomplishing certain of these principles than some of the other instructors, his job is still only part of the education process; and he should be ever mindful of these facts.

It can be easily seen from this that the coach's position in the school and community is one of paramount importance. Not only does he have the technical aspects of his work to do, but he's responsible for the moral consequences as well. As you can obviously surmise, then, the man in charge must be one of high ethical principles. Even if he is or has been successful in the win-lost column, he'll often be tempted to resort to unethical practices. In some games and in some seasons, prospects of losses may mean the end of a winning streak, the loss of a title, the evaporation of a chance for a better position, or a financial loss on books or speaking engagements.

When the possible loss of his position is added to the list, it's not difficult to understand how even the most upright man may sometimes be tempted. The improvement of two conditions would do much to alleviate the situation in which the modern coach finds himself. They are:

1. The further education of the public on the objectives of secondary

education and the role of athletics in this education, and

2. An improvement in the ethical conduct of the coaches, individually and as a group.

Although these points are quite interrelated, it's with the latter that this article is concerned.

COACH'S RESPONSIBILITIES FOR THE SAFETY OF HIS SQUAD

1. The Complete Physical Examination.

Though it's common practice for each participant to have an examination before engaging in interscholastic athletics, often it's hastily and poorly done. Boys with weak hearts, ruptures, and other disabilities are sometimes passed with alacrity by busy physicians.

If the coach doesn't make certain that every one of his students has been completely examined and found physically fit by a competent doctor, he's neglecting one of his fundamental duties. In fact, he's endangering his own future should something serious happen to one or more of his charges.

If he can be present when the examinations are given, the coach may be able to aid his students and his team in another way. Many of the doctor's suggestions concerning minor defects may then be clearly understood and followed; e.g., a key player's infected gland or fallen arch may be treated and prevented from sidelining him at a crucial point of the season.

2. Make Certain that Equipment and Facilities Are Safe.

The conscientious instructor is duty bound to assure that no injury is the result of defective equipment and facilities. Not only is he responsible for the members of his teams, but those of visiting teams as well. Athletic fields that are excessively hard and full of holes or debris, slippery floors, inadequate mats, weak diving boards or ladders, unclean water and showers, and projections on the playing area are common examples of poor facilities.

Equipment that doesn't afford adequate protection, or that irritates or injures because it is worn, must constantly be checked. The policy of handing down outworn protective equipment from the varsity to the

By **VERNE MORRIS** (PRINCETON, ILLINOIS)

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FUNDAMENTALS OF THE T FORMATION is definitely a book that will be appreciated by experienced and inexperienced coaches of both high school and college levels. The author, Jim Bonder stresses the basic fundamentals of football which are described throughout the book. With the aid of many diagrams and illustrations, and simplified terms, he presents the "T" formation clearly and in great detail. He not only presents the more common factors of the "T" formation, but he also gives many new aspects of this style which has been used with great success. Team defense and offense, and each individual position is clearly outlined, culminating in synthesizing the line and backfield fundamentals and drills into a complete elementary offense. Emphasis throughout the book is on fundamentals and applied principles. 249 pages, paper bound, \$4.00.

THE PASSING GAME is written by Ray Pelfry and Steve Owen. Covers every facet of modern aerial attack. Soundly organized and superbly written, it offers thoroughly professional, detailed analyses of various pass patterns, qb instructional aids, receiving, screen passes, draw play, charting pass offense, exploiting specific weaknesses in defense, drills, and pass protection. Defensive side of passing game is also covered thoroughly. Both concept of book and implementation—writing, diagramming, thoroughness—will delight every coach. 129 pages, cloth bound, \$3.25.

UMBRELLA DEFENSE by Jack C. Mitchell and Bernard A. Taylor. Exhaustive analysis of umbrella defense, presenting various umbrella alignments and ways to employ them. Also shows continuity and carry-over from defense to defense that makes them adaptable to any squad. Subject material is covered in this fashion: 77 umbrella, 5-4 umbrella, 66 umbrella, variations, defending spread, defending single wing, goal line defense, strategy, and drills. All explanations are crystal-clear and thorough, within ken of every coach on every level of play. 111 pages, paper bound, \$2.50.

HANDBOOK OF FOOTBALL SCOUTING AND FILM ANALYSIS is devoted in its entirety to scouting principles, duties and qualifications of the scout, and what to look for when scouting. It presents a specific method of recording and analysing football data accurately. It is written by Edward L. Teague, Jr. and Emmett Cheek. It deals with specific charts, their use, and how to analyze the material and present it in a scout report. It will be of genuine interest to all who are striving to find better ways to get the job done. 76 pages, \$1.75.

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younger or less able teams has no place in athletics if standards of safety are to be upheld.

3. The Boy Who Is Injured or Ill Should Not Be Played.

Whether a state championship, a string of victories, or a conference title is at stake, the coach has no moral right to play an athlete who's physically unfit. The invalid faces future permanent injury, the coach and the sport are open to hostility from parents and community, and the team may suffer from the loss of one of its vital members. In addition, future medical bills may force the boy's family to deprivation of necessities.

The possible consequences to all concerned are enormous. No matter how important the game seems, there should be no exception to keeping an injured or ill student out of the contest. If there's any question in the mentor's mind, he should first secure permission of a physician and of the boy's parents.

4. The Athlete Should Not Be Over-matched, Especially in Contact Sports.

It's the duty of the coach to see that his team isn't grossly overmatched in any contest. This is especially true in contact sports such as football and wrestling. No good can accrue to either squad, and the inferior school risks dangerous injuries.

The practice of scheduling a weak curtain-raiser just because of a sizable guarantee is to be condemned. If the money is a necessity to carry on an interscholastic program, then athletics had best be dropped until the school board or some other financing means is found.

5. Safe Return on Out-Of-Town Trips.

Although the coach has a great many responsibilities on an out-of-town trip, he mustn't forget that he's also legally responsible for the safety of the squad members. He must keep the squad together and control them.

Whenever possible, the group should travel in a good bus, driven by a capable chauffeur. Upon arrival, any boys not participating at once may get in a little walk somewhere in the vicinity of the school, and then sit together and conduct themselves as good spectators. Boys participating in preliminary events should be expected to do the same after their showers.

When the contests are over, the players should be expected to return by the same means. A possible exception might be the boy who lives a considerable distance from the school and whose parents or neighbors are at the game and can take him home. Even then, permission should not be granted except by written or oral request of the boy's parents.

6. Accidents Resulting from Carelessness and "Horseplay."

Foolishness and carelessness result in many unnecessary accidents and injuries. Slipping on shower room floors, stepping in front of a runner or broad jumper, rough games of keep-away, and activity before proper warmup are examples of what is meant here.

Sometimes a scrimmage with an inexperienced lineman as the ball-carrier gets started while the coach is busy elsewhere; or a weight man suddenly decides that he's going to be a pole vaulter; a wrestling candidate challenges a much larger or more clever teammate; a tussling match develops on the diving board or the pool's edge. Incidents such as these are full of danger, yet they can happen quickly.

Although the instructor cannot be expected to be everywhere at once, he may do two things that will alleviate most of the trouble:

(a) He may instruct his squad at the first practice that "horseplay" won't be tolerated, and follow up by immediately dismissing offenders for the rest of the practice. Any who persist should be requested to turn in their uniforms.

(b) He may organize his practices so that all candidates will have something to do at all times. It's quite often the lack of anything to do that causes boys to fool around in practice.

PLAYER RELATIONS

1. Treating Players as Fellow Men.

The present-day coach is hardly dealing with juveniles. To take the stresses of faster play, ambitious schedules, and enormous publicity, the students in his charge must be young and nearly mature men.

As parents, teachers, and other youth directors have come to more widely accept the changing laws of psychology, our youth has gradually come to enjoy more freedom and more adult-like relationships with their elders. Men in coaching, if they wish to be successful, must likewise accept and put into practice these changes in human relations.

If athletes are to be gentlemen, they must be tutored by gentlemen. The high school coach who throws his weight around, who flashes spiteful criticism, and who never lets a word of praise escape his lips, will find today's young boys hard to handle.

We don't mean to imply that he should let the athletes take over the team or that he should fawn over them continually. We simply mean that, along with the necessary firmness, he should respect their individual differences in mental makeup as well as in physical ability. He should treat their problems in the serious light in which they're felt. He should consider their desire for praise, for freedom from public chastisement, and for sympathy when errors are made and games are lost.

Although the following was written almost 20 years ago, many coaches have been slow to discard their dictatorial methods: "Sympathetic comradeship between the coach and his boys will win more close games and make real men faster than almost any other agency."

If the coach is to apply progressive methods to his work, he should utilize the laws of learning in regard to goals,
(Continued on page 70)

Mr. Basketball George Mikan, "Old 99" says,

**"U. S. Pro-Keds
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1. Patented PowerLift®
2. Molded Concave Suction Sole
3. Shockproof Arch Cushion
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Never before has any basketball shoe offered so many scientifically designed features to increase player safety, sure-footedness and comfort. That's why U. S. Pro-Keds are the odds-on favorite of coaches, physical educators and trainers throughout the country. Pro-Keds protect the player against severe shock with an extra-thick heel cushion, a full-cushioned insole and a shockproof arch cushion. They allow safer starts, surer stops with an even-wearing molded suction sole. And now, with patented PowerLift—a firm elastic harness that keeps foot and shoe together—Pro-Keds actually let the player use all of his native speed and maneuverability with maximum safety. *Optional—also available in "Low-Cut"



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NEW EQUIPMENT

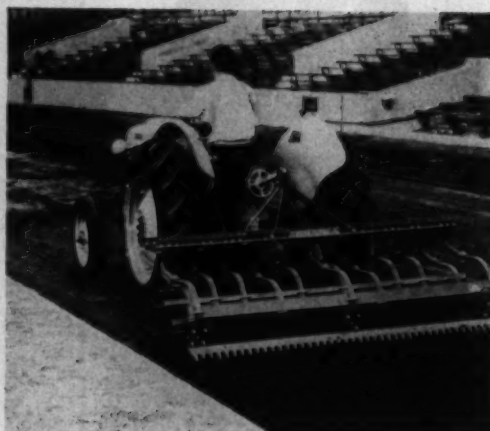
For full details on any or all of these products, check the respective listings under "NEW EQUIPMENT" in the master coupon on page 96.



• **DOUBLE-BAR MASK.** MacGregor's round nylon double-bar face mask gives added protection to the teeth and jaw. It's easily attached and fits both plastic and leather football helmets. A real quality job, it represents the ultimate in face protection for the grid game.



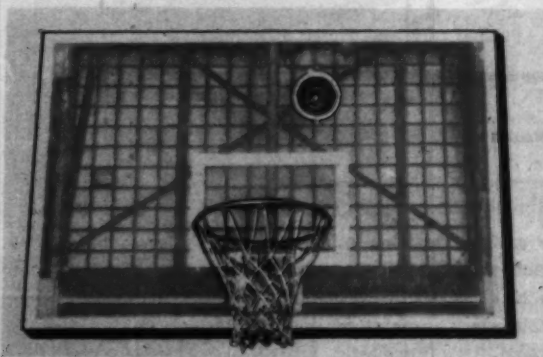
• **SPRAY BATH.** Huntington's spray-bath machine can be easily installed in any shower room. It delivers a jet of gentle, thorough-cleansing liquid at the touch of a fingertip. Gives a rich lather which won't irritate tender skin and rinses off easily. Spray-bath installations includes motor, compressor, tank, and self-timing valves. One gallon of spray-bath liquid mixed with 8 gallons of water is enough for 1,500 showers!



• **TILLER RAKE.** Cinder running tracks can be reconditioned by one man in just three hours with the Roseman Tractor Equip. Co. tiller rake. It scarifies and aerifies to a controlled depth, leveling and finish raking hard, compacted cinder tracks into perfect condition in one operation. Fits most maintenance tractors with hydraulic lift systems.

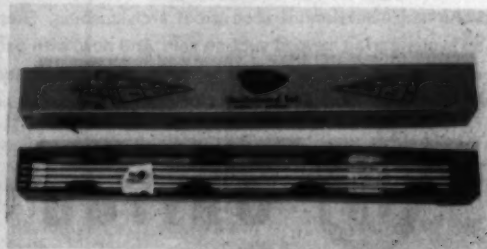


• **PORTABLE HORN.** Ferrell's "Sporty" is ideal for signaling end of periods in football or basketball, or anywhere a strong signaling device is needed. Each "Energy Pak" delivers over 800 strong, clear 1/2 mile signals. Triple-plated, chrome on all-metal base.



• **BASKETBALL SIGNAL LIGHT.** Time O'Light is a red light signal behind backboard which goes off with timer's buzzer, giving exact final second of play. Catches official's attention instantly, eliminating confusion and argument. Developed by a veteran timekeeper, it's visible with glass or wood boards.

• **SHUFFLEBOARD SET.** General Sportcraft's new set features 4 one-piece tempered aluminum cues with rubber grips and replaceable fiber runners, and 8 four-inch plastic, unbreakable Durex discs.





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The Face Guard that's safe, made of toughest thermo-plastic, comfortable and easy to install. Fits all helmets. Colors: White or Buff.

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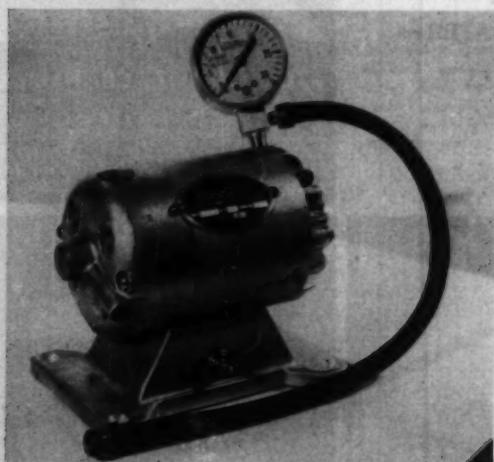
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For full details on any or all of these products, check the respective listings under "NEW EQUIPMENT" in the master coupon on page 96.



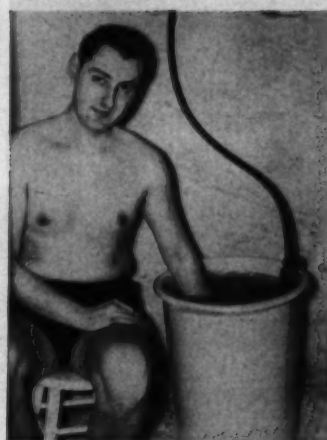
• **POWER MEGAPHONE.** Guest Products' new power megaphone is completely transistorized, eliminating fragile vacuum tubes and thus offering greater power and stability. Other important advantages of this megaphone (called the Guest Thunderbird Mark II) includes low price, compactness, lightweight (weighs less than 3½ pounds), long battery life and inexpensive standard batteries, and ruggedness.



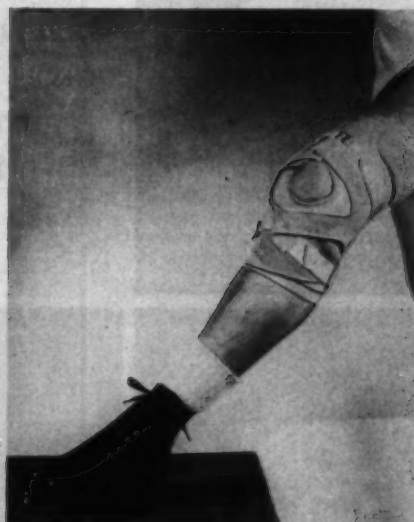
• **ELECTRIC INFLATOR.** Dakon's new inflator is built for heavy duty service. It comes complete with base, gauge, hose, switch, and electric cord and plug. The base is drilled for hold down screws, it takes AC, DC, 110 volt current, and it operates quickly and easily.



• **FOOT-BODY POWDER.** Bike Web's new powder reduces friction, helps prevent blisters and chafing, stops fungi quickly, penetrates the skin to reach deep infection, removes dead layers of skin from body (particularly the feet), and is an active anti-perspirant and deodorant.



• **WHIRLPOOL BATH.** Laurens Labs.' Whirl-A-Bath is safe (non-electric), versatile (used in shower area or bathtub), portable (usable in school, home or on road), sterile (induces a constant change of water), efficient (comparable to the more costly units), and economical. Satisfaction is guaranteed.

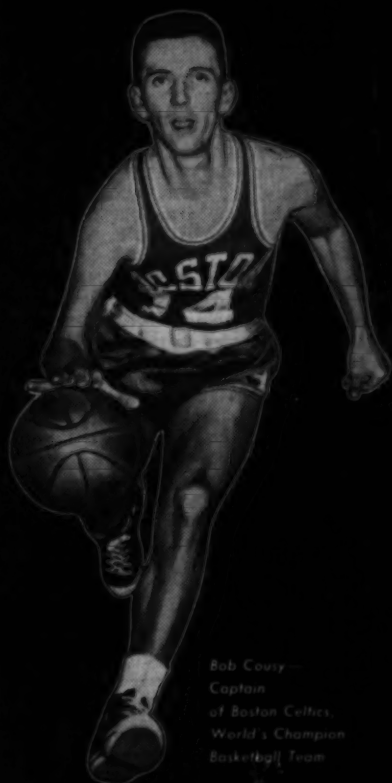


• **KNEE BRACE.** Rawlings' "Octopus" is a revolutionary type brace made of elastic surgical cloth. Originated as a preventive measure, it also gives complete protection following an injury. The brace can be applied by the athlete, is comfortable, and permits normal functioning of knee.



• **STEEL-TIP CLEAT.** Designed especially for maximum durability and lightweight, Wyatt's hardened steel-tip cleat has a body made of tough non-deforming rubber. Steel tip and threaded steel core of cleat are one piece, making it impossible for tip to break off.

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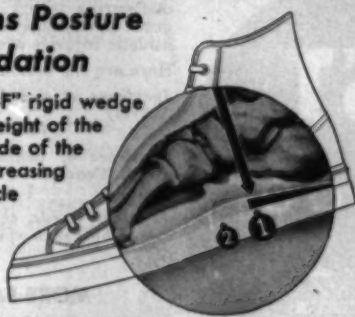
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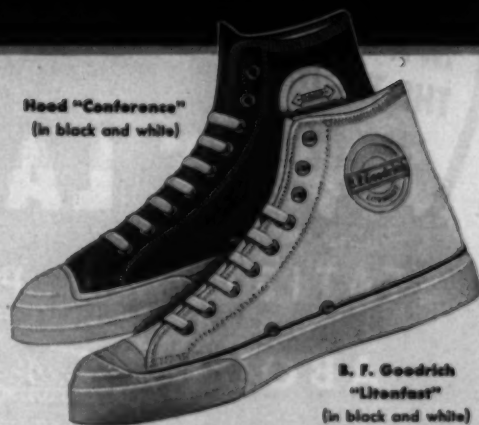
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2. Sponge rubber cushion.

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"P-F" BASKETBALL SHOES are made only by **B.F. Goodrich and Hood Rubber Company** Watertown, Mass.



New Books on the Sport Shelf

- **SCORING POWER WITH THE WINGED T.** By Forest Evashevski and David M. Nelson. Pp. 240. Illustrated—photos and diagrams. Dubuque, Ia.: Wm. C. Brown Co. \$5.

ONE of the most powerful offenses devised in recent years, the Winged T expounded in this book has accounted for 79 victories against only 12 defeats in the past four years! Iowa glamorized and dramatized it in 1956. But Delaware has been employing it with devastating effect since 1951, and three Eastern high schools have been steamrolling their foes with it in recent years.

The system is predicated upon the Michigan single wing of a decade ago. Both Nelson and Evashevski played on that club and came away with a deep respect for the system. Nelson retained the best parts of it in his T offense at Delaware, and turned it over in toto to Evashevski last season. The result was Iowa's first Big Ten crown in 24 years, climaxed by a smashing victory in the Rose Bowl.

Evashevski and Nelson do a magnificent job of detailing the offense

in this book. With the aid of many fine picture sequences and diagrams, they break the offense down into its component parts and tell you precisely how to install it.

They start with the development of the offense, its philosophy and advantages. Then they delineate the numbering system and placement of personnel. Next comes quarterback techniques and techniques of the other backs, followed by line techniques—fundamentals, individual line blocks, and coaching points. The technical instruction is highlighted with an analysis of over 180 plays, which are completely diagrammed with detailed assignments for each man.

This is a real coaching book. If you'll check Dave Nelson's article up front, you'll get a good idea of the professional savvy and practicality of the text.

- **PRACTICAL TRACK ATHLETICS.** By Donn Kinzle. Pp. 212. Illustrated—drawings. New York: The Ronald Press Co. \$4.

A GREAT hurdler in the late 1930's, a highly successful coach at V.M.I. and Arizona State, and more recently

national coach for Brazil, Donn Kinzle has compounded his vast store of knowledge into this attractive text.

Designed as a source of practical information on the best way of performing the various track events, it explains both the "how" and the "why" of established techniques.

Kinzle has organized his material in 11 big chapters: Training Program, Mechanics of Running, Technique of Starting, Sprint Events, Speed-Endurance Events, Hurdle Events, Endurance Events, Steeplechase, Relay Events, Technique of Finishing, and Equipment.

The analyses are fully and graphically projected, and illustrated with nearly 250 drawings prepared by the author's artist wife.

- **FOOTBALL FUNDAMENTALS (Basic Strategy and Teaching Methods).** By John F. Bateman and Paul V. Governali. Pp. 290. Illustrated—photos and diagrams. New York: McGraw-Hill Book Co. \$5.95.

THIS is a beautifully solid piece of analytical writing on the essential fundamentals and techniques of modern football. It isn't a treatise on just one system of football. It covers the basic techniques that are indigenous to all systems.

The authors, former Columbia greats who coached under Lou Little, are among the most astute students of the game. They analyze the fundamentals from A to Z, covering the material in eight big chapters.

THE TOOTH
THE WHOLE TOOTH
AND NOTHING BUT
THE TOOTH

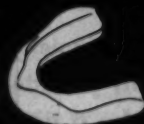
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ABOUT



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The specific subjects covered include: Administration of the Program, Fundamentals of Line Play, Offensive Fundamentals of Backfield Play, Defensive Fundamentals of Secondary Play, Passing, Kicking, Running, and Standard Defenses for Basic Offensive Formations.

Completely up-to-date, the book covers all the modern aspects of the game as employed by teams using the T, split T, belly and drive, and wing-back formations. Many fine diagrams and pictures (mostly from *Scholastic Coach*) complement the technical analyses.

Coaches and instructors will find this book an invaluable source of information on all the vital aspects of the game.

- **TEACHING PHYSICAL EDUCATION IN SECONDARY SCHOOLS.** By Maryhelen Vannier and Hollis D. Falt. Pp. 406. Illustrated—photos and drawings. Philadelphia: W. B. Saunders Co.

SUPERBLY organized and excellently written, this text combines a presentation of physical education (its place in the secondary school and the contributions it can make to education) with practical methods of teaching students through many well-conducted activities.

Part 1 outlines the Background: contributions of physical education, understanding the students, learning, and techniques of successful teaching.

Part 2 embodies Administrative Details: class procedures, safe and healthful school environment, facilities, equipment and supplies.

Part 3 covers the Activity Period: planning the program, body building and physical fitness, individual sports, track and field sports, aquatics, team sports, dance, tumbling and gymnastics, and adapted activities.

Part 4 describes the Extra-Class Program: intramural activities, interscholastic activities, recreational activities, drill teams and pep squads, and public demonstrations.

Part 5 Evaluates the Results.

Schoolmen looking for practical educational methods for their physical education classes will find all the answers in this book.

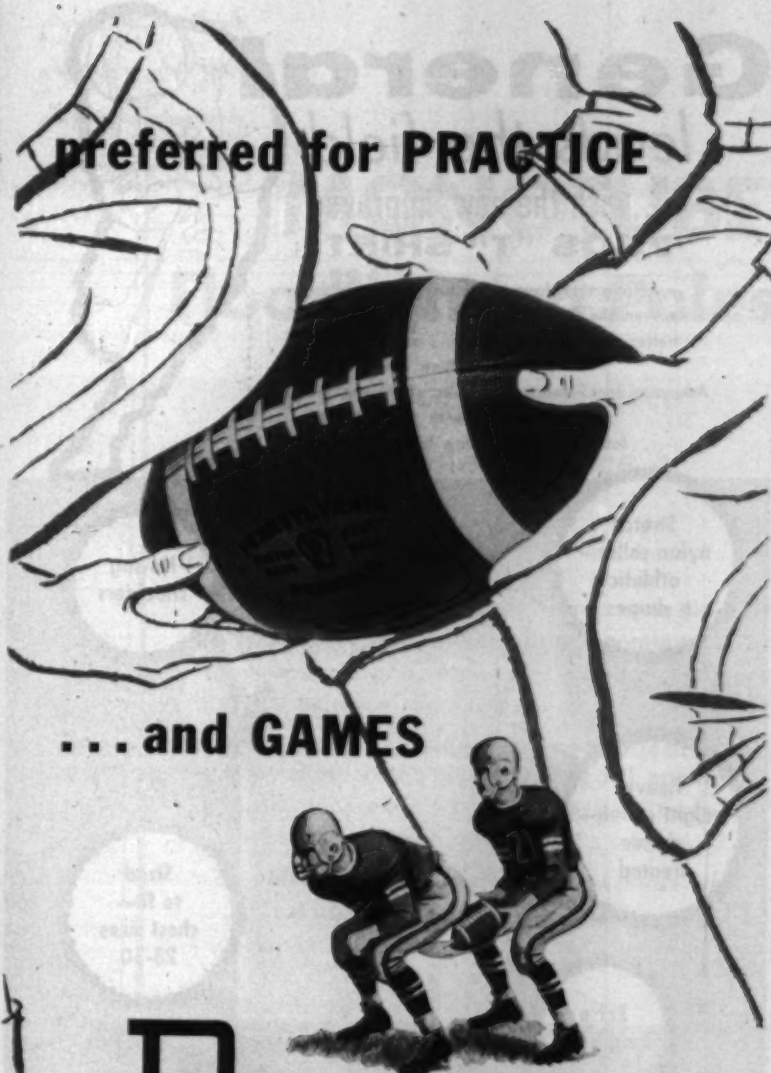
- **MODERN DANCE FOR HIGH SCHOOL AND COLLEGE.** By Margery J. Turner. Pp. 175. Illustrated. Englewood Cliffs, N. J.: Prentice-Hall, Inc.

THIS is a well-written, useful book about the role of modern dance in education.

The book covers the activity quite thoroughly. Perhaps of most value are the sections dealing with improvisation and composition. Other books have covered the teaching of improvisation, but not as concretely. The chapter on composition, especially, fills a distinct void, since little if anything has previously been written on the actual teaching of this subject.

Every dance teacher can profitably add this book to her dance library.

—FRANCES MASIN



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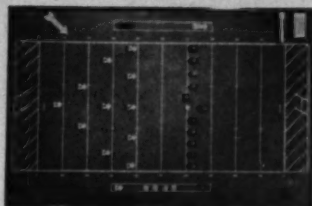


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Dept. 3C—350 Fifth Avenue, New York, N. Y.

• **WEIGHT TRAINING FOR SPORT AND FITNESS.** By Michael Fallon. Pp. 125. Illustrated. New York: SportShelf. \$3.25.

TRAINING with weights is achieving increasing recognition as a key method of developing the athlete. The author, an outstanding British authority, presents the case for weights, its physiological "rightness" and the way it's being employed by scores of famous athletes and coaches.

He includes exercises and schedules for almost every sport plus routines for the business man, the growing youngster, and the ladies. Among the activities covered are track and field, cycling, soccer, squash, tennis, badminton, cricket, rowing, basketball, boxing, fencing, field hockey, swimming, and wrestling.

Many fine photographs and anatomical drawings illustrate this "must" text for weight-training enthusiasts.

American distributor is SportShelf, 10 Overlook Terrace, New York 33, N. Y.

Miscellaneous

• **1957-58 Seal-O-San Basketball Coaches Digest.** Pp. 64. Illustrated. Huntington, Ind.: Huntington Labs. Free to coaches, 50¢ others. (A magnificent collection of the finest technical basketball articles appearing in *Scholastic Coach* and other coaching magazines last year.)

• **How to Improve Your Archery.** Pp. 80. Illustrated. Chicago, Ill.: The Athletic Institute. 50¢. (A superb instructional aid that also includes safety rules, equipment, terminology, and the details of field archery.)

• **Best Sports Stories of 1957.** Edited by Irving T. Marsh and Edward Ehre. Pp. 336. Illustrated. New York: E. P. Dutton & Co. \$3.95. (Best newspaper and magazine stories of the past year together with 30 of the best sports photos and the 1956 champions of all sports.)

• **1957 Annual Six-Man Football Magazine.** Pp. 64. Illustrated. Baltimore, Md.: C. J. O'Connor. \$1. (Excellent technical articles, reports, and records on the abbreviated gridiron game.)

• **Movement Fundamentals: Figure, Form, Fun.** By Janet A. Wessel. Pp. 270. Illustrated—drawings. Englewood Cliffs, N. J.: Prentice-Hall, Inc. \$3.75. (Combination workbook and text designed to give women physical ed students a complete understanding of human movement and factors affecting basic body control in work and play.)

• **International Athletics (Track and Field) Annual.** Edited by R. L. Quercetani. Pp. 208. Illustrated. Distributed in U. S. by SportShelf, 10 Overlook Terrace, New York 33, N. Y. \$1.75. (A detailed statistical book offering the records of countless nations throughout the world.)

Analysis of World's Greatest Swimmers

(Continued from page 42)

Charles E. Silvia. At Melbourne, he specialized in the Dolphin butterfly, swimming only one event. Has been in competition 7 years. Has never smoked. Believes in resting completely one day per week throughout the training period. On his training questionnaire, he rated highest the following items:

Long distance swimming nearly every day.

Repeating 200-m. swims several times at a fast pace.

Repeating 400-m. swims at a fast pace.

Practicing the pace which will win. Swimming with legs strapped to a resistance.

Careful attention to suggestions made on mechanics by coach.

Warm-up well before a race.

At least 10 hours sleep every night. Moderation and correctness in eating.

Eating meat at least twice a day (various lean meats).

Taking wheat germ oil daily.

Taking multi-vitamins daily.

Taking a nap during the day.

Regular bowel actions.

The foods Yorzyk rated high were: all-bran, vegetable soup, apples, oranges, apricots, lean meats, jello, ice cream, fruit juices, and beer.

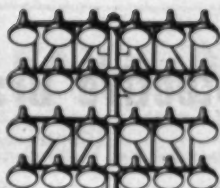
At Melbourne, he warmed up with 20x50 meters and 4x50 fast in the morning of his race, then did 10x50 about 40 minutes before his race. He did not take hot showers before racing.

WOMEN SWIMMERS

DAWN FRASER (100-m. freestyle champion in Olympic record time of 62 sec.): 19 years old, 69", 145 lbs. Swims with a deep catch-short entry type of crawl stroke, has a strong, symmetrical stroke. Rides very high in the water and is extremely buoyant. Breathing is on the left with relaxed bending in the arms. Her training has been much the same as Hendricks, since all the Australians worked together at Townsville.

LORRAINE CRAPP (400-m. freestyle champion): 18 years old, 68", 154 lbs. She is muscular with a moderate amount of adipose tissues and rides high in the water. Her stroke is very regular, strong kicks without missing a beat, no irregularities; arms are strong with a full pull-through, giving a fairly slow stroke. Entry is short and some slight ride on each arm. Breathing is on the left with relaxed bending of the arms.

Has been in competition since 8 years of age. At 12, she made an unusual time in a mile swim to win a sailboat from her father, who set this method to motivate her.



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If you are planning the development or modernization of sports, recreational, commercial or industrial areas, Monotube floodlighting poles will help you make full use of nighttime hours.

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Monotubes offer attractive appearance, exceptional strength, minimum maintenance, quick and easy installation . . . and no guying required.



To learn more about Monotube floodlighting poles, steel or aluminum, write to The Union Metal Manufacturing Co., Canton 5, Ohio for catalog information. In Canada: The Union Metal Manufacturing Company of Canada, Limited, Brampton, Ontario.

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(PRINT PLAINLY, PLEASE)

Protective Braces In Athletics

(Continued from page 36)

thigh pad, heavily padded with sponge rubber. This brace was strapped over the sternum, and fastened to the rib cage with adhesive. This type of brace caused the force of any blow to be transferred to each side of the rib cage.

Case 2: A veteran who wanted to play football had an ulna nerve palsy of the left arm. The arm could be put through a range of motion, but there was no strength or power in the muscle groups.

Our primary concern was whether or not we would be able to detect any injury that might occur. It was decided to encase the entire left arm in a sponge rubber sleeve of a half inch thickness, from the acromioclavicular joint to the phalangeal joints. With this type of brace, the boy played three years of football without injuring his arm.

Case 3: In the case of a traumatic tenosynovitis, more commonly known as bursitis, of the right shoulder joint, I used a brace known as the aeroplane splint. The arm was held in abduction, enabling the muscles to remain in a relaxed state that kept the recurrence of pain and spasm to a minimum. In conjunction with the wearing of the brace, the player also received daily physical therapy treatment. Within a week, he was able to resume practice.

CRUTCH MEASUREMENT

Another very important procedure for the trainer is the measuring of crutches. There are several methods: (1) Subtract 16 inches from the patient's height, (2) measure from the axilla to a point two inches outward from his foot.

Since crutches only come in even sizes, it's only logical that you take the higher number. If they prove to be a little too long, you can always saw off a half inch. When a person is using crutches, the weight should be on the hands, not on the axillas. Pressure on the axillas can cause paralysis of the arms; due to the pathways of the nerves being so superficial in this area.

Many times a person won't know just how much weight-bearing he should do. Sometimes he'll be told not to put any weight on his extremity. I like to follow the advice of a friend who's team physician for Lehigh University. He always said that when a dog's foot hurt him, he

got off it; and I think this is a very good rule for athletes to follow.

To summarize:

All schools should have qualified personnel to handle the issuance of equipment and the duties of the trainer. A trainer's first duty is to prevent injuries, and a little more time spent on the athlete in the equipment room means more time he can spend in the game.

No one should be allowed to leave the equipment room with an incorrect size in his equipment. Else the morrow may find him sitting on the sidelines recuperating from yesterday's injury.

There are a few coaches—and these are in the minority, thank goodness—who believe they can get by without a training room, thinking that all or most all injuries can be run off. How you can rehabilitate a torn ligament by running is beyond me.

The high school should be the preparing ground for our future collegiate and pro stars. Let's take care of them today, now.

What Is a Coach?

A coach is an interesting creature. He is a man of many moods; sometimes pleading, then demanding, sometimes kind and understanding, and an enraged tiger when things aren't going so well.

You won't be able to identify him by physical appearance. He comes in many sizes, shades, and facial shapes. However, he'll usually be seen wearing an old trench-coat and a hat—which usually is a veteran of many ball games and fishing trips.

He's a mastermind at inventing new drills and calling plays of which no one seem to have heard. He appears to derive an intense pleasure out of seeing sweat pour off some hard-working, dirt-eating trainee (or should we say "victim?").

He loves to hold two-hour scrimmages, and wind sprints are his favorite form of torture. His bywords are "Down!" and "Hup!"

This man has a job to do and has enough responsibility to worry about without having to cope with well-meaning but hindering outsiders.

Despite his seemingly hard disposition on the practice field, he is every boy's friend, helper, and hero.

This is the coach.

—HAROLD LEDBETTER
Holtville H.S., Holtville, Ala.



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COACHES' CORNER



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ROCCO PIRRO, assistant coach at Syracuse, will never forget the 1956 season. The Orangemen went to the Cotton Bowl and Jimmy Brown was a unanimous All-American. When the squad shoved off for their Bowl engagement, Rocco's little 8-year-old daughter broke into tears.

"Don't cry, honey," Rocco soothed. "I'll take you to the Sugar Bowl with us next year."

"You won't be going anywhere next year, Daddy," sobbed the child. "You won't have Jimmy Brown."

Woody Hayes received a phone call from an alumnus in St. Louis. "Coach," he enthused, "there's a kid in the neighborhood who's the greatest athlete you ever saw."

"How much football experience has he had?" asked Woody.

"Oh, he's never played football. He's a soccer star."

"And how is a soccer player gonna help me?" inquired the Buckeye mentor.

"Use your head, Coach!" snapped the alumnus. "Imagine having a guy who can kick off with either foot!"

Frank Broyles, Missouri's new head man, has four children—all boys. When the fourth was born, his boss at the time, Bobby Dodd, remarked, "Frank takes his football seriously. He's raising his own backfield."

When the bon mot was relayed to Mrs. Broyles at the hospital, she sighed, "Thank heaven, Frank's not a line coach."

Frank Leahy was a stern disciplinarian who always punished tardy players with 10 laps around the track. When Johnny Lujack was married in Davenport, Leahy arrived late and apologized profusely.

"That's all right, Coach," said Usher Creighton Miller, one of Leahy's former All-Americans, "just do 10 laps around the church so you won't forget to be early next time."

Poor Coach McPressure passed away at the age of 42, leaving his wife desolate. She finally bought a pup to ease her loneliness. And in time her sorrow disappeared.

"She's gotten back to her old routine," a neighbor explained. "That dog is a perfect substitute for Coach McPressure. He's out barking all day, snoozes all evening, and is fed out of cans."

The egocentric coach, arriving in Pasadena for the Rose Bowl game, went out for dinner and had to share a table with someone he didn't know. "You people out here are much more world-wise than the people in Florida," he observed. "Why, in Miami I was once asked my name by a hotel porter! Can you imagine that: he didn't know my name! So I told him, 'Howard Jones,' and strode out to another hotel."

"Ah ha," exclaimed the stranger, "and what is your real name?"

The fieldhouse was located close to the girls dormitory, and on those warm September practice days the boys weren't as circumspect as they should have been about keeping the windows closed while dressing.

One day a note arrived from across the way: "Dear Sirs: May we suggest

that you keep your windows closed or procure curtains. We do not care for a course in anatomy."

The players promptly answered: "Dear Girls: The course is entirely optional."

To ease the way of their tremendous fullback, Joe Dimwit, the coaching staff manufactured an innocuous job for him in the campus kitchen. It was sorting potatoes—putting the little ones in one basket and the big ones in another.

Several hours after Dimwit went to work, the Coach dropped in to see how he was faring. He found Dimwit sitting hopelessly before the potatoes, with a very small potato in one basket and a very large one in the other. In his hand was a medium-sized potato.

"Coach," he sobbed, "I'm quitting. These decisions are killing me."

When Frank Wiehac, trainer for the Philadelphia Phillies and Eagles, worked at Temple University, he always kept a big bottle of a white liquid on top of the medicine chest. One day he walked into the training room and saw the football coach take a deep guzzle at the bottle.

"This is great stuff, Frank," said the coach. "It sure soothes my nerves."

"That's fine," replied Wiehac. "I use it to clean my shoes."

The three football scholarship men found time laying heavily on en their hands. "What'll we do tonight?" asked one.

There followed some heavy cerebration. Finally, the All-American tackle said, "I've got an idea. Let's toss a coin. If it's heads, we'll crash the fresh-soph dance. If it's tails, we'll go to the movies. And if it stands on edge, we'll study."

Pappy Waldorf may have lost his job at California in 1956, but he certainly retained his sense of humor. During a filming of the California-UCLA game, in which the Uclans scored five touchdowns, Pappy remarked, "This was our most popular formation this season."

The picture showed California lined up to receive the kickoff!

THE SWEARING OF THE GREEN

The anxious coach was pacing up and down the sideline green,
A-putting body English into every play he'd seen;
The line couldn't open up the holes, the backs were running poorly,
And the quarterback could never seem to grab the ball securely!
In fact it seemed that Lady Luck had took away her favor
And kicked the coach right in the slats to give it added flavor.
The game was finally over and we added up the score,
It told a mournful story—we weren't winners any more.
Now you can find a moral in this little tragedy,
For like the schnoz that's on your face, it's there to plainly see:
No odds your reputation or what your claim to fame,
A stellar past performance never wins a present game!

—DON RICHARDSON, Athletic Director, Clare, Mich.

With Coach Frank Leahy confined to a sick bed, Moose Krause took over the squad and delivered a fiery pep talk. All worked up, he shouted, Come on, men, let's go out there and get 'em!"

Nobody moved. The Moose looked at the squad unbelievably. "Coach," explained one of the boys, "you haven't named the starting lineup."

"Hell!" roared Moose, "We'll all start!"

Upon arriving at Iowa City with his UCLA eleven, Red Sanders scheduled a workout the day before the game. As the players lined up, the student manager approached Red. "Coach," he said embarrassedly, "I remembered everything on the trip—except the footballs."

Sanders looked at him blankly, then said with withering softness, "That's all right, son. Just get the Iowa coach on the phone and see if we can change this thing to a track meet."

A coach at the 1956 coaches' convention was explaining his team's 40 point defeat in one of its big games. "It was due almost entirely to the way our center handed the ball back to our quarterback."

That was too much for Fred Russell of the Nashville Banner. "That's like blaming the Johnstown flood on a leaky faucet in Altoona, Pa.," he cracked.

The most enterprising soul at the convention was an inventor who said he was mass-producing dummies for students who want to hang their coach in effigy. He expected a landslide business in September, October, and November.

The acid-tongued coach couldn't stand the referee's fumbling any longer. As the official passed the bench, he bellowed, "Open your eyes, stupid, you're missing a great game!"

George Ratterman, former quarterback for the Browns, was never accused of being slow-witted. Sent in against the Bears one afternoon, he was just about to take the pass from center when he spied his old Notre Dame buddy, George Connor, across the line.

"How are you, George?" he yelled, lifting his head.

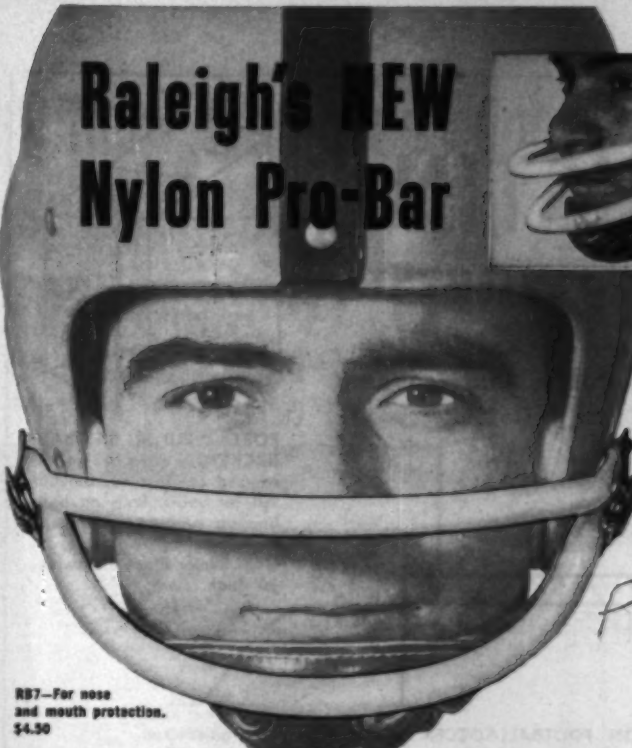
Connor grinned, stood up, and shouted right back, "Hi, George!"—then swore as Ratterman quickly ran a play through him for 20 yards!

The athletic staff at Iowa State Teachers was discussing the merits of having their children engage in athletics. "Frankly," commented back-field coach Ed Lyons, "I hope none of my kids ever play football. In fact, I'm going to discourage it."


The other coaches looked at him in dismay until they remembered—Lyons is the father of six daughters.

(Concluded on page 86)

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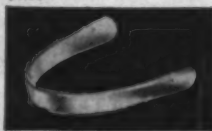
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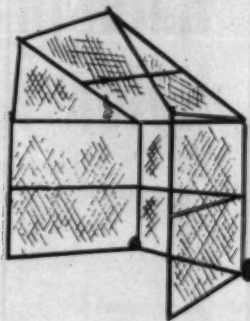
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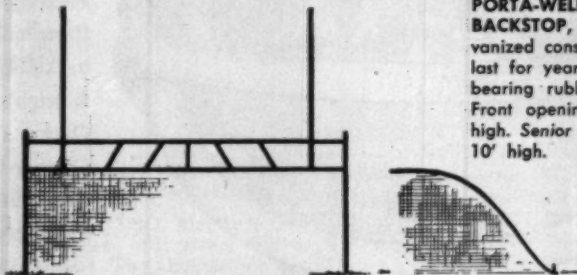
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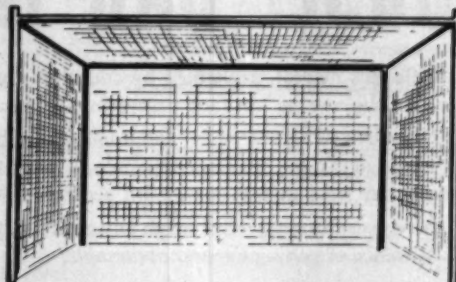


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Blended Attack

(Continued from page 18)

call the next play inside or outside as the case may be.

Fifth: It's ideal for the quick kick as well as passing, since the passer is 4½ yards back from scrimmage; receivers are quickly in the open and good "cup" protection can be obtained from what looks like a run.

We believe there are three vital areas for the offensive team to exploit in its running game—the sweep, the off-tackle, and the middle. In recognition of this, our backfield alignment, strong to the weak side, poses a striking potential to that flank. The wingback in motion on the 30 series presents a wide threat to the opposite flank. The off-tackle hole is effectively hit by our strongest running play, Spin 35 Trap and also by Buck 35 Trap. (See Diag. 4.)

The 'middle' area is attacked by guard traps with the tailback carrying to the strong side and the spinner back carrying to the weak side, together with power and trap series of the buck lateral with the fullback being the ball-carrier. Split ends and the wingback flanked serve to open up the middle.

GROUND-GAINING POTENTIAL

The tremendous ground gaining potential of Spin 35 Trap can be seen, first, by the diversionary threat of motion back to the outside on Spin 37 Sweep, identical to 35 Trap except as to ball-carrier. This keeps the defensive tackle honest.

Second, by deception of the spinner back; third, by getting two men in front of the ball-carrier, the right guard trapping the tackle out and the quarterback leading the play through the hole to block the linebacker to the inside; finally, by double-team blocking in the line in the form of a lead-post block by the outside tackle and inside tackle, respectively.

To summarize we run primarily from the Full Spinner (70%) and Buck Lateral (30%) Cycles from a so-called five-man line to give us a single wing offense incorporating the option of the Split T, and the deception of the straight T.

We split or flanker both ends in accordance with the play called to give us three offensive formations to attack what we think are the three vital defensive areas—the flank, the off-tackle, and the middle.



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Quarterback Rules

(Continued from page 46)

Running play first. (c) Run best power play. (d) Be in front of goal on fourth down if field goal is feasible.

7. Bootleg plays and reverses to the short side are recommended as variations—cannot be overworked.

G. Weather:

1. Take advantage of the wind:

(a) Kick often with the wind (second or third down). (b) Think of long pass with the wind. (c) Hold ball against wind.

2. Kick often—let opponents fumble.

(a) Don't be afraid to pass. (b) Try to avoid particular spots on the field.

3. Take advantage of position of sun.

H. Your Plays:

1. To make wide plays work, make opponents cover up on inside plays.

2. Know your series plays.

3. Sequence of plays—build up carefully.

I. Your Team:

1. Get maximum efficiency from your backs.

(a) Know what everyone does best and have him do it. (b) Don't use up the best passes in own territory. (c) Know whom to depend on for first downs and touchdowns. (d) Use a "hot man" freely. (e) If sub is nervous, don't let him carry ball or handle it until he's adjusted.

2. Know best offensive lineman; when you must have a yard or two, go over him.

3. Make them respect you in the huddle.

4. Be sure your players know what the play is.

5. If time is out, get information from your mates or between plays.

6. Check all subs for information.

J. When to Punt:

1. General rule—the closer to your own goal line, the earlier the kick.

2. Remember the possibility of a blocked kick increases with each down.

3. If you're used to punting operation, kick oftener than if the reverse is true.

4. Don't overlook the wind factor.

5. Run more plays from deep punt formation.

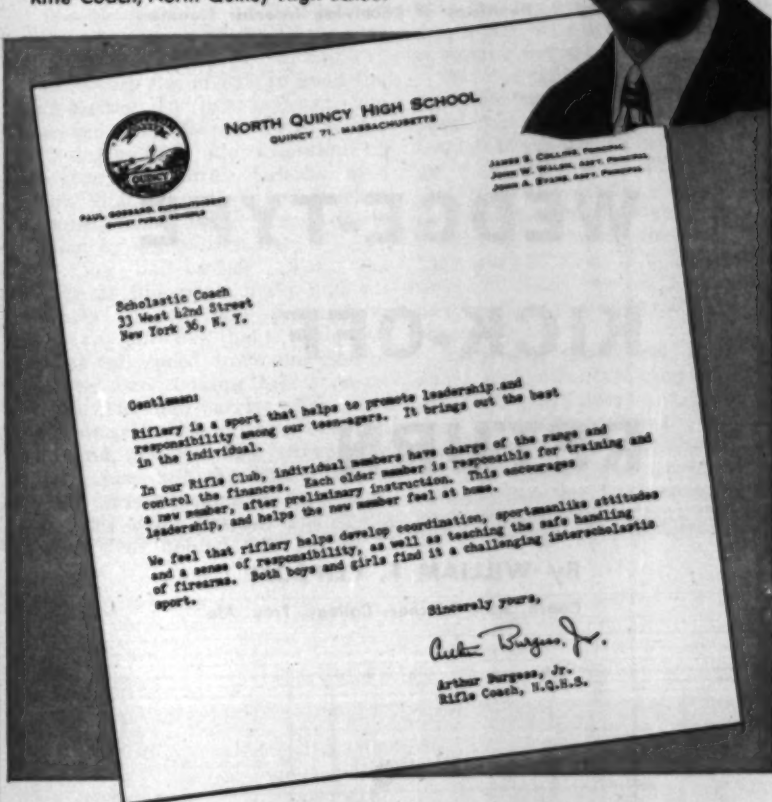
6. Watch defense—meet defensive strength with offensive strength, even if it means holding an offensive end in line.

7. Anticipate kicking situations—be sure the kicker is not too winded and is ready.

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writes Arthur Burgess, Jr.

Rifle Coach, North Quincy High School



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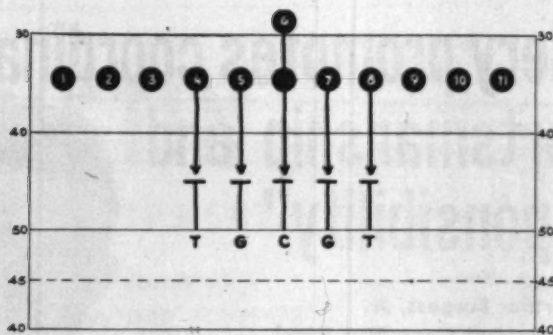


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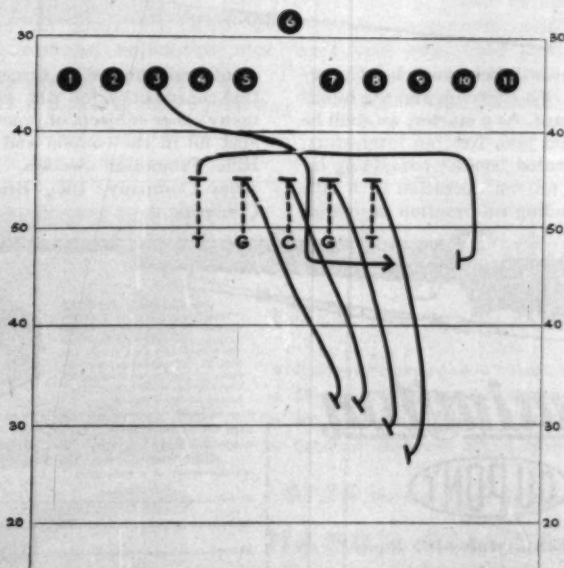


Diag. 1, Positions of Receiving Interior Linemen

WEDGE-TYPE KICK-OFF RETURN

By **WILLIAM F. CLIPSON**

Coach, State Teachers College, Troy, Ala.



Diag. 2, Offside Tackle Moves Across Toward Onside

A pattern that combines the

PSYCHOLOGICALLY and strategically speaking, the kick-off return is one of the most important plays in football.

Psychologically, the return is more significant than most plays for two reasons: it's the first play of each half, and it always follows immediately after an opposing score.

Strategically, the receivers must return the ball to their own 40-yard line in order to gain an advantage over the kickers, since a kick-off return to the 30-yard line and a 40-yard punt before a first down enables the opponents to put the ball in play on about their own 30. Therefore, a return to the 40 is a must for the receivers not to be at a definite disadvantage.

Perhaps for this reason and because of the simplicity of timing and teaching, the wedge kick-off return is used by many teams. Reverses on the kick-off aren't nearly so popular as on punt returns, where several of the blockers form a "wall" down one side of the field, forcing the kickers to pass the blockers to make a tackle.

The kick-off return described herein combines the security of a desirable wedge return and the long return opportunity of "wall blocking."

Line Assignments: The receiving guards, tackles, and center take their positions on the 49-yard line approximately in front of the man each is to block (Diag. 1). Their blocking assignments are determined by numbering the kicking team from left to right, 1 through 11. The left tackle blocks number 4; the left guard, number 5; center, number 6; right guard, number 7; and right tackle, number 8.

After determining the man to be blocked, each lineman watches the kicker until the ball is kicked in order to avoid an off-side penalty. As the ball is kicked, each lineman moves rapidly toward his assigned opponent with the idea of executing a block resembling a head-on tackle without the use of the arms. The five middle rushing members of the kicking team must be slowed momentarily enough to enable the six outside men (numbers 1, 2, 3, 9, 10, and 11 in Diag. 1) to move about ten yards in front on the coverage.

After this block, each of the line-

security of a desirable wedge and the long return opportunity of wall blocking

men, except the off-side tackle, should turn down the side of the field on which the return is to be made. (If one of the blockers sees that his man is remaining back as a safety, he shouldn't bother to block him but should proceed to carry out the remaining portion of his assignment.) The distance these four blockers remain from the sideline is usually about 15 yards, but may be greater if the kick goes to the offside.

The offside tackle moves across the field toward the onside (Diag. 2). His job is to get outside the nearest safety man and at an angle to make the key block if the ball-carrier gets to that point. Just how far down the field he goes, depends upon the penetration of the safety man.

Assignments for Ends and Backs: The ends and backs assume positions they would ordinarily take for a wedge return. When the ball is kicked, all backs and ends converge to the point of reception as rapidly

as possible. A wedge is formed in front of the receiver which escorts the ball-carrier up the middle of the field or toward it (See Diag. 3).

The blockers and the ball-carrier continue up the middle until the outside defensive men (9, 10, and 11) turn toward the middle to meet the ball-carrier. As this moment, the blockers and ball-carriers turn at a 45° angle with the intention of wedging the three outside men who'll find themselves off-balance because of the sudden change of direction by the ball-carrier.

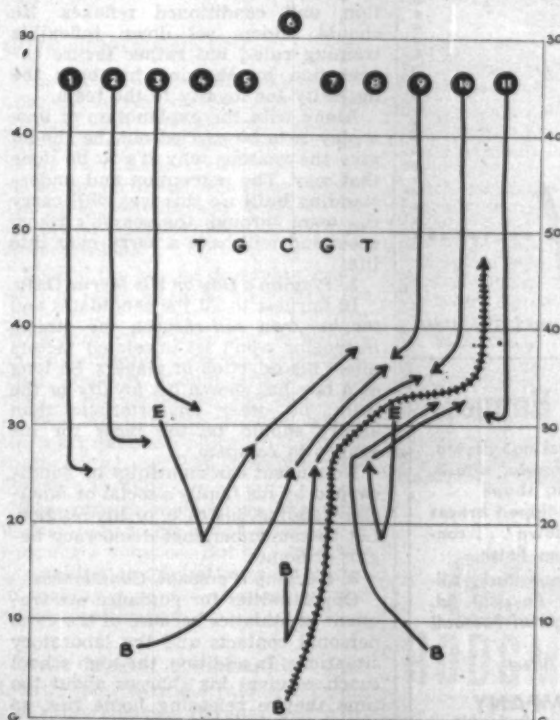
If the ball-carrier clears the wedge at this point, he'll find his linemen in excellent position to block any pursuit—that is, if they've run at full speed down the side of the field after making their head-on blocks. The ball-carrier will often find himself with no one between him and the goal line except the safety man, and the offside tackle should be in a position to block him.

Theory of the Return: One of the prime ideas behind this return is

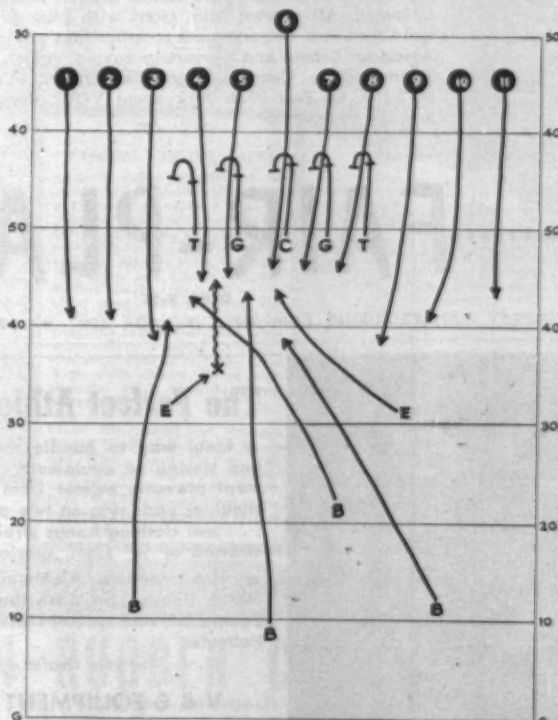
that it's easier for five men to form a wedge and make it function against three men who are surprised by the sudden turn of events, than it is for ten men to block out five or six men who are certain a wedge is coming toward them.

The five middle men of the kicking team are prevented from stopping the return by being slowed enough to permit the outside men to get a 10 yard lead. This way the middle men aren't far enough down the field to stop the wedge and are caught by the "wall blockers" when they pursue. Even if a long return does not result, the ball can still be advanced to a strategically advantageous position.

Returning the Short Kick: On short kick-offs, the linemen carry out their assignments as usual except that they turn toward the ball-carrier for their second block (Diag. 4). The backs and ends wedge straight up the field without any change in direction. Short kicks can be advanced easily to the 40-yard

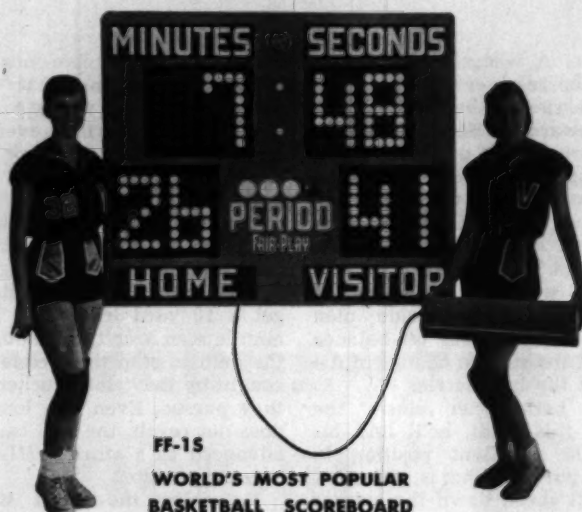


Diag. 3, Wedge Escorts Ball-Carrier Up the Middle



Diag. 4, Good Pattern for Returning the Short Kick

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line whenever they can be fielded without difficulty.

Major Points in Making the Return:

1. The guards, tackles, and center must slow their men down to keep them about 10 yards behind the outside men.
2. The nearest four linemen should turn and go down the proper side of the field at full speed after making their first block.
3. The backs and ends must move at full speed after the ball is caught.
4. The backs and ends must start up the middle or toward it to draw the outside defensive men toward them.
5. When the backs and ends cut toward the sideline, they must cut at a 45° angle and not hesitate in the least. They should attempt to blast through the three defensive men regardless of their position.
6. Hesitation on the part of the runner or any blocker will render the return ineffective. All side-stepping by the ball-carrier must be done at full speed, as any slowing up will force the wedge to leave the carrier unprotected.

Code of Ethics

(Continued from page 52)

knowledge of progress, rest periods, frequent changes in activities, motivation, and conditioned reflexes. He should seldom set down inflexible training rules, but rather secure cooperation by showing his boys the necessity for loyalty to the team.

Along with the explanation of how a play is to be carried out, he should give the reasons why it's to be done that way. The perception and understanding built up this way will carry the team through the season's rough spots and will have a carry-over into life.

2. Playing a Boy on His Merits Only.

In fairness to all the candidates and for his own self-respect, the ethical instructor won't let unrelated factors affect his selection of players. So long as a boy has shown his loyalty to the team, no other characteristic than ability should be the basis for his chance to compete.

No student can rightfully be handicapped by his family's social or financial standing, his race, or his religion. Let us remember that democracy begins at home.

3. Keeping Personal Confidences.

Opportunities for guidance are frequent in athletics because of the close personal contacts and the laboratory situations. In addition, the high school coach receives his charges about the time they're releasing home ties, so the time is ripe for much personal guidance.

Confidences received in capitalizing

on these opportunities must be kept in the spirit in which they are given. To release these private revelations is not only unethical, but may result in a loss of respect by the players.

4. Teaching Correct Health Habits.

The sincere high school coach should recognize his extraordinary opportunity to teach and inculcate lasting health habits. He'll see that facilities, whether or not they're good, are sanitary. He'll emphasize cleanliness, correct diet, quick treatment of injuries, minimum hours of sleep and rest, and the importance of keeping fit.

5. Teaching a Thorough Knowledge of the Rules.

High school contests are often lost because of a lack of knowledge of the rules. In fairness to the team and as a solid foundation for later competition and spectator enjoyment, it's the coach's duty to teach the rules of each sport.

He can call on many resources in accomplishing this job. In addition to inexpensive rule books, he can secure illustrated posters, pamphlets, play situation books, and up-to-date films on rules interpretations. Rules comprehension can be perfected also through chalk-talks and written examinations.

6. Help in Selecting a College and Vocation.

The well-informed instructor can find further guidance possibilities when athletes are ready to choose a college. Being closely associated with them for some time, the coach should have some suggestions as to their vocational qualifications, and as to the institution which can best educate them.

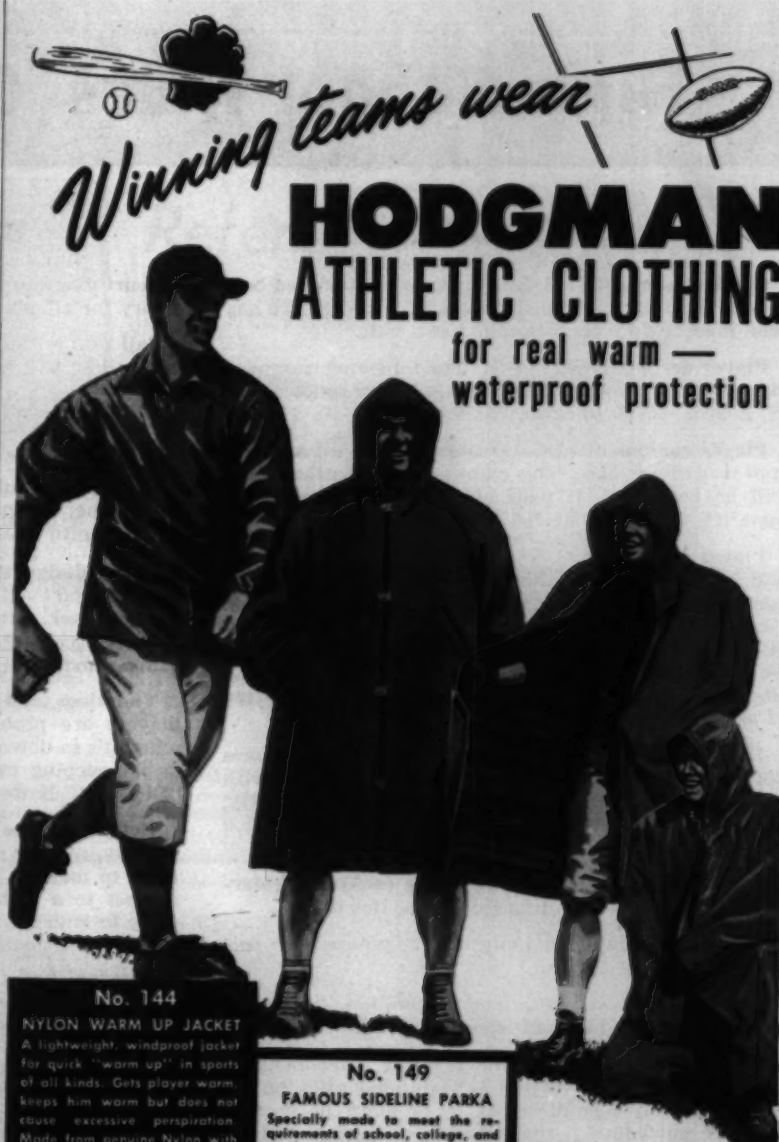
OFFER SUGGESTIONS ONLY

He should be careful, however, to offer his advice in the form of suggestions only. He shouldn't make a strenuous effort to steer all the boys to his own "alma mater," nor should he be an agent for any other college. The qualifications and goals of the youth and his family must be the main considerations.

Should the boy be deserving and in need of some financial assistance, the coach might assist him in securing work that will enable him to acquire an education not otherwise attainable. That, however, should usually be the limit of his assistance. Any coach can make it his business to know who is the most qualified educational advisor in the school, and then refer interested students to him.

The average mentor can offer only limited help to his squad-members in choosing a vocation. But he's especially qualified to advise those interested in making a career of coaching and physical education.

Next Month: Relationships with faculty and administrators, officials and other coaches, parents, and with squad, school, and the community.



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Colors: Navy, Royal Blue, Maroon, Scarlet, Cardinal, Tan, Gold, Green and Black. Sizes: Medium and Large. Length: 45 inches. Weight: 5 lbs. List Price \$19.95. Team Price \$14.95. Length variations from standard available on special order only.

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These warm and windproof capes have been designed to get players in and out of games quickly. They are durably made of warm, waterproof, extra strong vat-dyed rubberized fabric doubled to a blanket lining material. All seams are double stitched. Raglan shoulders and full cut allow room for pads and provide complete protection for body, knees, and seat when player is sitting, kneeling or standing. Garment is held together by fasteners at neck and by player looping hands in specially designed inside pockets as shown in illustration.

Colors: Navy, Royal Blue, Maroon, Scarlet, Cardinal, Tan, Gold, Green and Black. Size: Large only. Length: 45 inches. Weight: 3 1/2 lbs. Length variation from standard available on special order only. List Price \$15.35. Team Price \$11.50.

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High School Rules Changes

FOOTBALL

Game equipment (1-3-1): Any type of approved ball may be used by the offensive team provided choice has been made before the beginning of a half.

Player designations (1-4-2): The following numbering system is recommended: backs, 10-49; centers, 50-59; guards, 60-90; tackles, 70-79; ends, 80-89.

Player equipment (1-5-1): If knee pads are made of approved shock-absorbing material, a thickness of $\frac{3}{8}$ " will be permitted. If pads are not of this approved material, they must be $\frac{1}{2}$ " thick.

Player equipment (1-5-3-c, d, f): A thickness of $\frac{3}{8}$ " will be permitted for shin and thigh guards made of approved shock-absorbing material. "Note" under shoe cleats will be deleted, but related material will call attention to certain cleats not requiring metal posts. No transverse white stripes will be permitted on the sleeves below elbow, and for 1958 no transverse stripe of any color will be permitted below elbow.

Illegal equipment (1-5-4): When equipment becomes defective through use, Referee will charge himself with a time-out. If equipment cannot be repaired promptly, player must be removed or his team charged with a time-out.

Flying block (2-2-3), flying tackle (9-5): All reference to flying block and tackle will be deleted.

Tripping (2-29) will apply only to action with foot or lower leg, not to hand.

Time-in (3-5-1). After any excess time-out, clock will be started when ball is ready-for-play.

Player encroachment (7-1-2): Any movement by lineman not on end of line is prohibited after he has assumed 3- or 4-point stance on or near the ground. Players may move if the signals are checked and the team returns to the huddle.

Personal foul (9-2-2-h): Grasping an opponent's face protector is illegal, penalized 15 yards.

Coaching from sidelines (9-6-1-a): It's not illegal coaching if, during a charged time-out by either team, one player from either team—on the field near the sideline—confers with one coach who's in the out-of-bounds area in front of the coaches box.

SIX-MAN FOOTBALL. Three significant changes have been made for 1957:

• **Clear pass:** The clear pass must always be backward, it cannot be in a forward direction.

Forward pass definition is now the same as for 11-man game, except that all six men are eligible. A forward pass completed or incompleting behind the line will be treated the same as any other forward pass. In former years, such a pass was considered a backward pass.

Kick rules: Rights during a kick-off or a scrimmage-kick will be same as 11-man game—except that there's no fair catch.

BASKETBALL

Court diagram (1-5): The 12-foot lane will be mandatory for all courts.

Ball (1-12): Ball must be of a natural tan color unless yellow ball has been mutually agreed upon.

Timers (2-11) shall signal Scorers 3 (instead of 2) minutes before starting time.

Line-up (3-2): While entire list of players for score-book must be submitted at least ten minutes before game time, designation of starters may, if desired, be delayed until 3 minutes before starting time.

Player designation (3-4): No digit higher than 5 must be used, and even numbers on light suits and odd numbers on dark suits are recommended but not mandatory. A technical foul will be assessed on teams not using standard size numbers on its jerseys.

Violations and penalties (9-10 and 11): Offensive players are prohibited from touching ball not only when it's in downward flight but while it's on the ring or is touching cylinder which has ring for its base. "Dunking," however, is permitted.

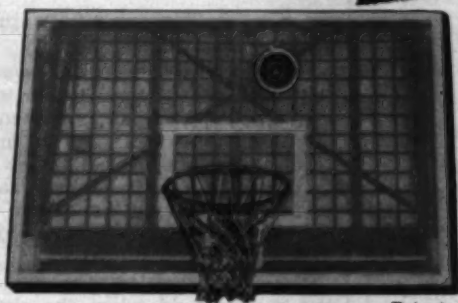
Delaying game (10-1): During long intervals of inactivity, officials are ordered to warn the responsible team to make a reasonable effort to get action or be subject to a technical foul. The team behind in the score or which is on defense with the score tied is considered responsible for providing action.

Personal foul (10-7): The one-and-one rule will be eliminated for the first four common fouls by each team in each half. That means the first four times a team fouls opposing players—unless they're in the act of shooting or the violation is flagrant—the fouled player will get only one shot. On the fifth common foul in each half, the player will get a bonus shot if he converts the first try.

This will apply only to the high school, YMCA, and Canadian games. A six-foul rule will be in force for the college and AAU teams.

Another revision will stipulate that no free throw will be awarded for a double foul. The fouls will be charged and the ball will be jumped at center between any two opponents.

Observation and experimentation. To assist those few areas where stalling is prevalent, the Committee authorized supplementary material calling attention to the need for effort along the following lines. The 5-second held ball rule should be more rigidly enforced. Failure to award two free throws for intentional fouls tends to encourage ragged play during the last few minutes. Loose enforcement of the rule prohibiting a player from having his foot over the lane before the ball has touched ring or backboard is nullifying many of the alleged benefits of the wide lane. The tendency of coaches to refuse their boys to play aggressively when they so desire creates an unsatisfactory situation in some games. The same applies to situations in which players repeatedly call for time-outs to receive instructions from the coach after each score.



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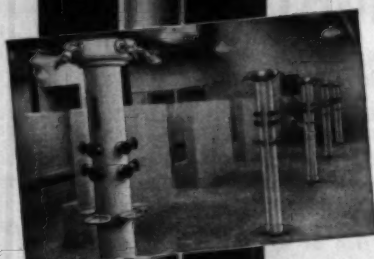
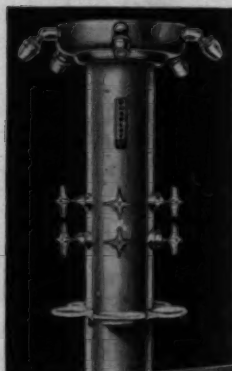
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Write for



Catalog 5601

BRADLEY
multi-stall showers

Distributed Through Plumbing Wholesalers

Two-Ring Defense

(Continued from page 34)

net, a scoring opportunity is almost always the result.

It must be emphasized, however, that such a pattern depends upon the "control-and-pass" method of advancing the ball, and even in front of the opposing net, indiscriminate shooting must be discouraged in favor of moving the ball in and out between the forward players and their deeper followers.

Passes in that area should hug the ground, and when the chance for a through play presents itself, it must be seized immediately. Long passes which attempt to cross over or through more than one defensive position will only defeat the play. Players must pass to the nearest, open teammate with quick, sharp movements.

Practice in fundamentals must emphasize the development of speed in moving the ball and the receiver must be taught to work with, and control, the fast pass. He can best do this by eliminating tension in the part of the body contacting the ball. The loose ankle, leg, or head will drop the ball close by. On the other hand, any stiffening of the contact area will cause it to rebound out of range.

CONTROL OFF THE GROUND

Close observation of finished South American and European players will establish the fact that many feats of fine ball-control result when there's no sustaining part of the body in contact with the ground. Headers which are dropped close at hand or to a nearby teammate are "jump" headers where the head has been drawn back on contact. Hard passes which are stopped dead in their flight have been dropped from one foot to another as the player left the ground with both feet.

True, the mastery of this kind of control doesn't come easily, but coaches should seek to develop it over the period of time that a player is with them, whether it be long or short. Attention to this type of control is much more important in creating the kind of game outlined here than dreary hours spent in tactical team development or the teaching of set plays.

One of the best means of developing the close attention so necessary for success in this kind of ball-

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handling is the "pressure drill." Almost any kind of practice drill can be modified along these lines, and the coach will find his inventiveness well-rewarded if he designs several and uses them liberally during practices. In all cases, a repetitive number of balls are "served" to the player under pressure, and the conditioning effect of getting him back to work on each ball cannot be underestimated.

Fig. 4 shows one such drill, used before a rebound board, which teaches secure control and quick, accurate shooting. In later stages, the goalie and a defender can be added to complicate matters for the attacker. Many others, using both offensive and defensive skills can be devised.

Dribbling should be used only sparingly anywhere between the two penalty areas in this style of play, and then only to free the ball when a player is in trouble. Within the offensive area, however, dribbling can be counted on as a tremendous factor to open up the scoring possibility, and no effective ball-handler should be restrained from using his abilities in tricking at that point.

TARGET MAY BE A PASS

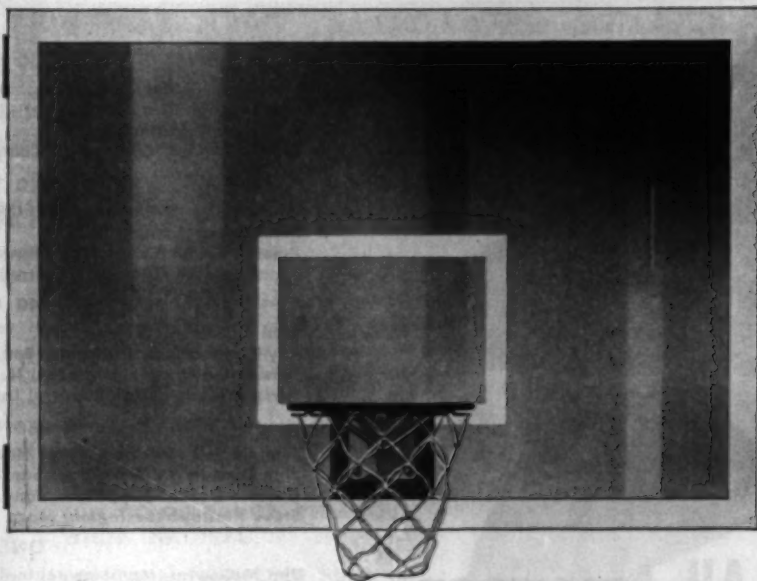
He must know, however, that the dribble shouldn't always be pointed toward taking a shot, but that the immediate target may very well be a pass to a teammate whose defender has moved into position to intercept the dribbler.

Coaches who would exploit this kind of play will be interested to note that the four effective linemen on a team using it scored, respectively, 13, 12, 11, and 8 goals this past season. Another marker came from a less effectively placed player.

This soccer is infinitely more interesting to the spectator and more satisfying to the performer. Even on the scholastic level, where technique isn't so highly developed, it's possible to retain possession for longer periods of time simply because more players are available for use.

In this past season, the method produced an average of 4.5 goals in eleven games on the collegiate level, with 14 goals being registered against. It also contributed to the success of two scholastic teams which finished first and second in their respective league standings.

In addition, it tightened up the defenses of teams using the Hungarian method of attacking with a four-man line followed by two secondaries of three men each.



Stronger 3 Ways

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Nurre also supplies all-glass fan-shaped banks and a low-cost rectangular model with 12" wood panel across bottom. Send for free illustrated booklet today.

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All-American High School Track Team

• Six national record breakers, a four-year repeater (Jim Brewer), and a three-event selectee (Preston Griffin) head *Scholastic Coach's* 7th annual four-deep All-American.

Consistency of performance rather than a single outstanding effort furnishes the basis for selection, and no effort is made to rate the boys 1-2-3-4. The four most consistent performers are simply arrayed in alphabetical order.

Honor man on the team is Jim Brewer, North Phoenix vaulting wonder who became the first high school kid to clear 15'.

State honors, as usual, were picked up by California with 16 of the 52 spots, while Texas, with four selections, was runner-up. (See page 78 for story.)

1957

100 YARDS

	Best Mark
Bert Coan (Pasadena) Tex.	9.5†
Otis Drayton (Cathedral Latin) Cleveland, O.	9.5†
Pat Garrett (Ruston) La.	9.5†
Preston Griffin (Centennial) Compton, Calif.	9.4†

220 YARDS

Otis Drayton (Cathedral Latin) Cleveland, O.	20.7†
John Gregg (Colonie) N. Y.	21.0
Preston Griffin (Centennial) Compton, Calif.	20.3†
Jonas Spiegel (Thomas Jefferson) Richmond, Va.	21.4

440 YARDS

Fred DeWitt (Berkeley) Calif.	47.9
Roy Eisenbach (San Angelo) Tex.	48.6
Pete Kouwenhoven (Millburn) N. J.	49.1
Alvin Williams (Manual Arts) Los Angeles, Calif.	47.9

880 YARDS

*Tom Carroll (Fordham Prep) New York, N. Y.	1:50.6
Jim Cerveny (Mission Bay) San Diego, Calif.	1:52.7
Charles Durant (Stamford) Conn.	1:55.7
Steve Paranya (Lexington) Mass.	1:55.5

ONE MILE

Jim McGowan (Morningside) Inglewood, Calif.	4:21.9
Billy Mills (Haskell) Lawrence, Kans.	4:22.8
Tim Roelen (San Fernando) Calif.	4:20.2
Ralph Streit (Lincoln) Portland, Ore.	4:21.7

120 YARDS HIGH HURDLES

Calvin Cooley (Hawley) Texas	14.0†
*George Hearn (Lower Merion) Ardmore, Pa.	13.9
Bill Johnson (Wakefield) Arlington, Va.	14.3
Bill Wells (Casa Grande) Ariz.	14.1

180 YARDS LOW HURDLES

*Jesse Bradford (Shafter) Calif.	18.4
Bill Fleming (Mephram) Bellmore, N. Y.	19.3
George Hearn (Lower Merion) Ardmore, Pa.	19.3
Junior Howard (San Bernardino) Calif.	18.5†

HIGH JUMP

Bobby Avant (Hart) Newhall, Calif.	6-8
Leroy Johnson (Mishawaka) Ind.	6-7½
Tom Skadeland (Minot) N. D.	6-6
Harry Wyborney (Port Angeles) Wash.	6-8½

POLE VAULT

Charles Breck (Santa Barbara) Calif.	13-11
*Jim Brewer (North) Phoenix, Ariz.	15-½
Joe Harris (Baton Rouge) La.	14-7
Voyce Hendrix (Riverdale) Calif.	13-6

BROAD JUMP

Bert Coan (Pasadena) Texas	24-4
Preston Griffin (Centennial) Compton, Calif.	24-6½
Godfrey Moore (Carver) Baltimore, Md.	24-4½
Donald Troutman (Roanoke) La.	23-10½

SHOT PUT

*Clark Branson (Pasadena) Calif.	64-¾
Bill Buchanan (Moxee) Wash.	60-7
Dallas Long (North) Phoenix, Ariz.	61-5
Mike McKeever (Mt. Carmel) Los Angeles, Calif.	62-4½

DISCUS

Don Bell (Alameda) Calif.	173-2½
Doug Cotterman (Mentor) O.	174-4½
Bill Fields (Parkersburg) W. Va.	176-3
Mike Pyle (New Trier) Winnetka, Ill.	172-1½

JAVELIN

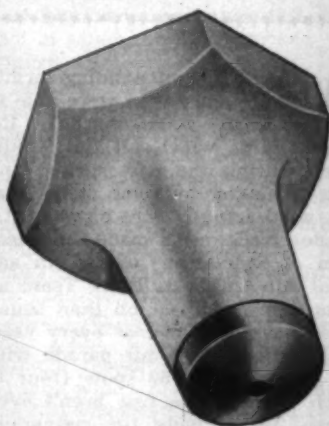
Therlo Conner (Hayden) Topeka, Kans.	206-0
Nick Kovalakides (Princeton) N. J.	211-8½
Doyle Schick (Lawrence) Kans.	204-9
*Jan Sikorsky (Ramsay) Mt. Pleasant, Pa.	222-10½

*Better national interscholastic record.

†Record abetted by wind.

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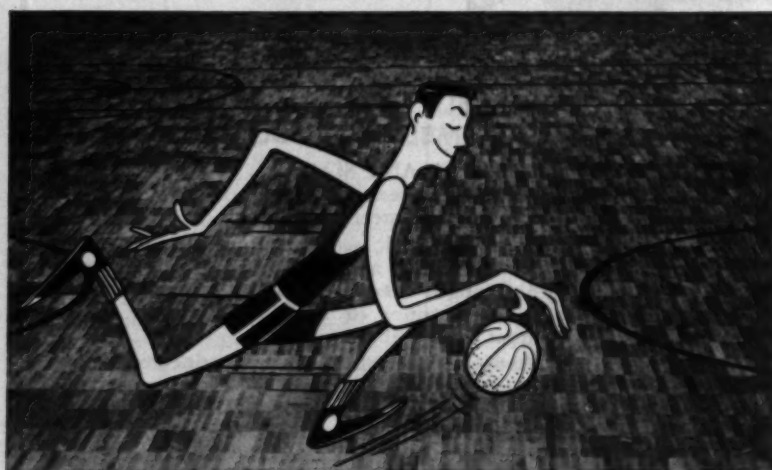
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**THE 1957
ALL-AMERICAN
H. S. TRACK TEAM**

A DEARTH of outstanding sprinters (or boys who were able to turn in good marks), the heavy rains which hit the Middle West during the past spring, and the admission by some states that the wind actually does blow a little during track meets made the selection of *Scholastic Coach's* 7th annual All-American Track Team an even more ticklish job than usual.

As has been the case every year, Californians head our parade with 16 places in the 52 spots (four to each event). The rest aren't even close, Texas being the runner-up with four.

Six national record breakers appear in our pack, though two of them—Bradford in the low hurdles and Carroll in the 880—haven't been officially recognized.

Honors for the outstanding performances must be shared by two boys—Jim Brewer of North Phoenix, Ariz., and Tommy Carroll of Fordham Prep, New York City. Brewer, the first prepster to clear 15 feet (only one other schoolboy has ever been able to clear as much as 14 feet), became the first fellow to make our team for the fourth straight year. For the record, his best marks from 1954 on were 13-6¼, 14-2, 14-3¼, and 15-½.

Carroll, another repeater from 1956, blazed a sensational 1:50.8 half-mile in the New York City Catholic Championships, then returned 1:51.6 in the Eastern Championships a week later.

Preston Griffin, a long-striding sprinter from Centennial H.S. of Compton, is a Californian worthy of note. He earned spots in both dashes and the broad jump, though his best sprint times (9.4 and 20.3) were wind-aided.

Places on our squad aren't earned merely by stopping the watch faster than anyone else. We still feel that track is a competitive sport, and expend great effort learning the circumstances behind every outstanding performance and evaluating weather conditions, track used, pits, etc.

Anyone wishing a list of the fastest times, longest and highest jumps, etc., need only consult the NCAA and National Federation guides or the excellent *Track & Field News*.

A case in point would be *Pete Kouwenhoven* of Millburn, N.J., one of our quarter-milers. Pete had a best time of 49.1, which would place about 16th in the nation on comparative times. In the Englewood Invitation, however, Pete beat boys who returned 48.3 and 48.6 in other races. We picked the winner.

Another place went to *Don Troutman* of Roanoke, La., in the broad jump, though his 1957 best was only 23-10 $\frac{1}{4}$. Don, however, was a one-man team, winning as many events as he could enter—dashes, hurdles, shot put, broad jump, hop-step-and-jump—and didn't even enter his best event in the Louisiana state meet!

Otis Drayton, Cleveland Cathedral Latin junior, equalled the national record in the 220 with a 5.1 mph wind... *Billy Mills* (mile) is a full-blooded Sioux Indian from South Dakota who competed for Haskell Institute in Kansas... *George Hearn* (high and low hurdles) is a repeater from last year and the new holder of the national high hurdles record of 13.9 seconds... High jumping was the best ever for group effort and *Harry Wyborney*, Port Angeles, Wash. (6-8 $\frac{1}{2}$) returns next year.

Same was true for shot and discus, where so many good men were left off—even 60 footers in the shot... Watch *Mike Lewis* (San Francisco Lincoln) who threw college weight discus 160 feet... And though *Clark Branson* of Pasadena broke national record in shot with 64- $\frac{3}{4}$ toss, *Mike McKeever* of L.A. Mt. Carmel flipped the 16-pound ball 53-4 $\frac{1}{4}$!

Other national record breaker was *Jan Sikorsky* of Mt. Pleasant, Pa., whose school gave up track this year. Jan threw the javelin 222-10 $\frac{3}{4}$ to break *Bob Peoples'* record... And finally, *Bill Fields* of Parkersburg made West Virginia the 34th state to gain a place in these selections when he qualified in the discus.

For the record, here's how the states stand after seven years of selections. Out of 371 places on our teams, California has won 112, Texas 35, New Jersey 27, Pennsylvania 24, New York 21, Arizona 17, Illinois 14, Kansas 13, Ohio 12, Oklahoma, Oregon and Washington 10, Louisiana 9, Indiana and Massachusetts 7, Iowa, Michigan and Virginia 4, Connecticut and North Dakota 3, Florida, Minnesota, Missouri, Rhode Island, New Mexico, Wisconsin, and Maryland 2, Colorado, Nebraska, North Carolina, South Dakota, Tennessee, Utah, and West Virginia 1.

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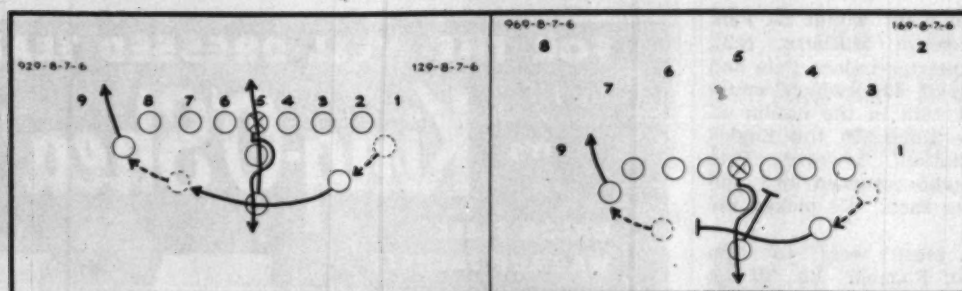
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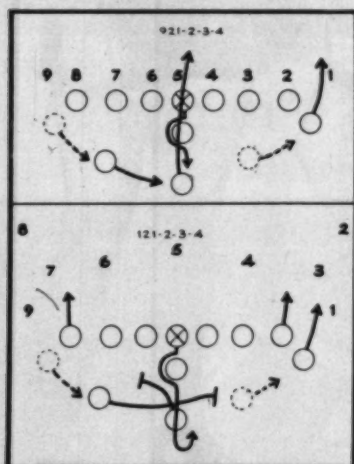
Diag. 6, backfield flow is to left on runs or pass patterns at 6, 7, 8, and 9

Delaware's Winged T Attack

(Continued from page 11)

but only when we know the defense will give us a decided advantage in their reaction to the flanker.

As a definition, a wing is a back who's a foot outside and a foot to the rear of the end man on the line of scrimmage and a flanker is a back wider than the wing position. We



Diag. 5, flow is to right on runs or passes at 1, 2, 3, or 4

feel the wing is so important because of the many things he does:

1. In this formation, it gives you all the advantages of the wing position while maintaining the value of the three deep backs by using one or two step motion.

2. The wing permits all the advantages of any away flanker without being lost as a ball-carrier or blocker.

3. The wing requires an adjustment by an umbrella defense that leaves an advantage to one flank or the other or for the pass. The wing necessitates three deep defenders.

4. The wing spreads the defensive front without losing the ability to attack the front in all areas.

5. It offers an immediate threat to the defensive end as a blocker or as a threat to widen the end.

6. It makes an additional man available as a blocker internally for traps.

7. The wing is a threat as a blocker internally on linebackers either through the line or behind the line.

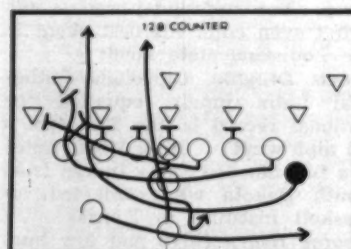
8. The wing doubles the threat of passes to the hooking spot and flat zone.

9. It masks all reverses or counter plays.

10. It gives additional speed to flank with one or two count motion.

11. The wing secures the flank for off-tackle plays with a double-team or lead-post block.

We vary the spacing of our backs in different formations, but the basic



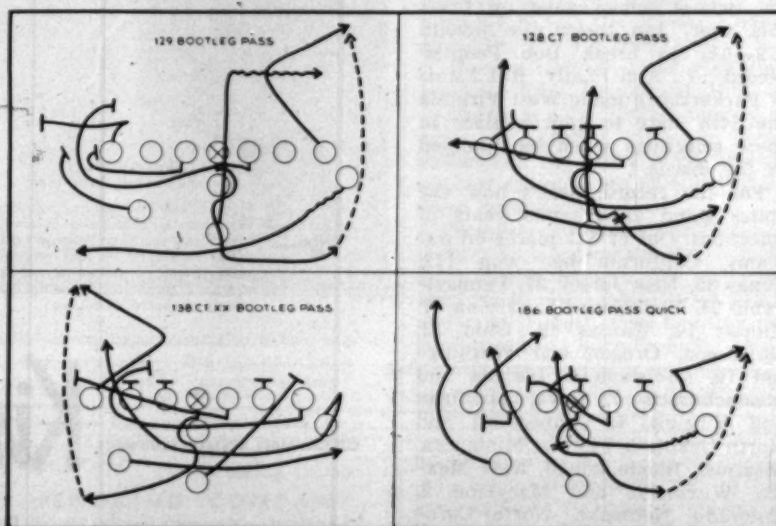
Diag. 7, example of counter play

100 and 900 formations are used almost exclusively with the full directly behind the center and one halfback in the dive position (Diag. 1) for these reasons:

1. We have a direct shot up the middle which we believe is necessary if we're to make our reverses and counters function.

2. This spacing allows a quick game to either flank with the fullback which places a halfback ahead to secure the flank to either side.

3. It permits the greatest number of series including the belly inside and outside.

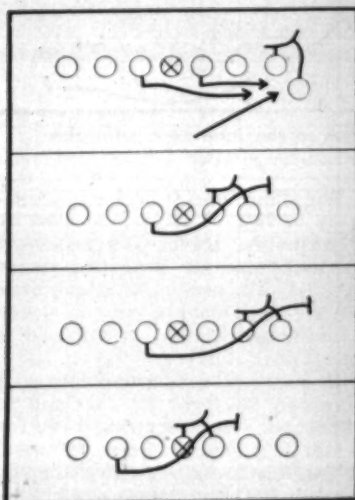


Diag. 8, examples of Qb bootleg run-or-pass option plays

4. It places a blocker—the fullback—in position to attack off tackle to both sides.

5. The fullback in this position makes a receiver more accessible to both flanks as the second back out on passes.

6. The fullback in this position is available to fill holes for pulling linemen and can be used as a check blocker.

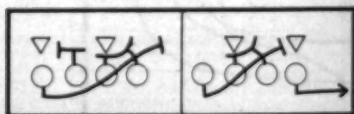


Diag. 9, basic openings with the lead post at each hole

In order to put all this theory into action, we have to employ a signal system. The system used is one originated at the U. of Michigan and carried over to Michigan State and other teams using a similar offense. Not one major adjustment was made in the numbering system when the change was made from the unbalanced single wing to this balanced wing T offense.

	0	1
	1	2
	2	3
	3	4
	5	5
0	6	6
1	7	7
9	8	8
2	9	9
8		
Formation	Backfield Technique	Point of Attack

The first item needed to start the offense is the formation from which a play is to be run, and that is the first digit. Diag. 2 shows the forma-



Diag. 10, checking 2nd man on or outside hole with adjacent lineman

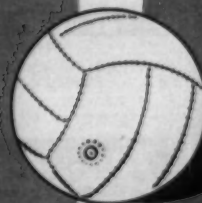
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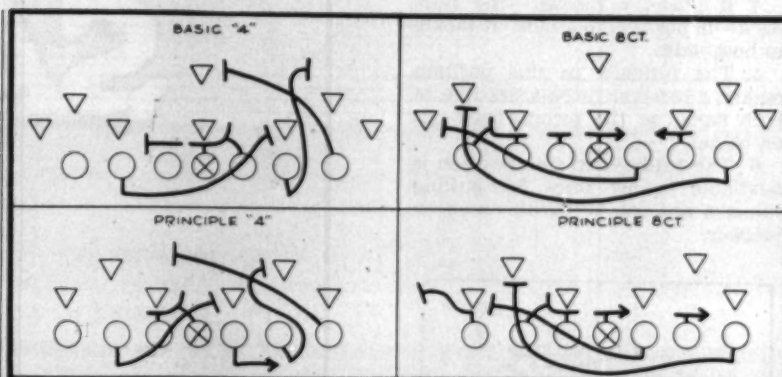
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Diag. 11, examples of the application of the lead-post principles

tions in the repertoire, but 100 and 900 are the basic units.

When the points of attack are covered, you'll see why the formations are called one and nine. The end away from the wing often is spread five yards. In addition, an end or a tackle will be flanked to the opposite side to give an unbalanced front without needing a change in assignments.

The 100 and 900 formations with spacings of one foot, two feet, and three feet are basic, but we both shorten and widen in various situations and for different plays. However, we don't have time to discuss this aspect of the offense in this article.

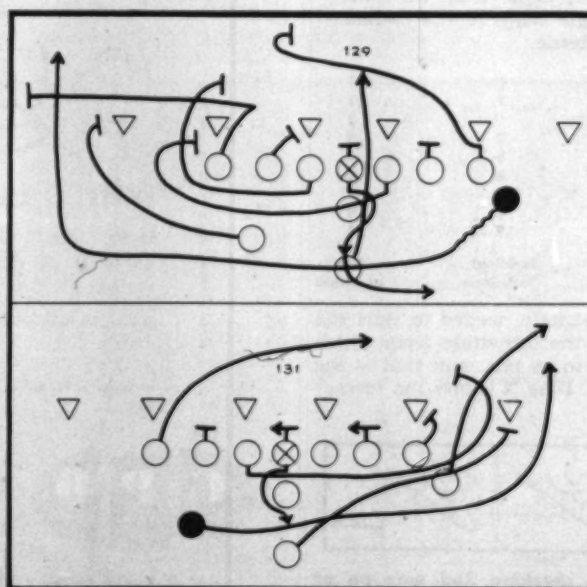
The wing back is a foot back and a foot outside the end, with the full four yards directly behind the quarterback. The halfback splits the outside leg of the tackle, with his heels parallel to the toes of the fullback.

The stance we use up front is contrary to 99% of all stances used by T formation teams. It's necessary for us to operate from this stance because all seven linemen have pulling assignments, and a stance with weight equally distributed is necessary.

In addition, a balanced stance is necessary to facilitate checking to either side. We attempt to have the center in a stance as near identical as possible to that of other linemen because his assignments are practically the same.

The stance of the quarterback again is necessitated by the fact that pulling linemen have to clear, so that most of the offense has the quarterback retreating directly to the rear or at a 45° angle.

The quarterback has one leg to the rear and stands as far back as possible, so that with one step and pivot he can pull the front leg back



Diag. 12, examples of a frozen and a secured tackle



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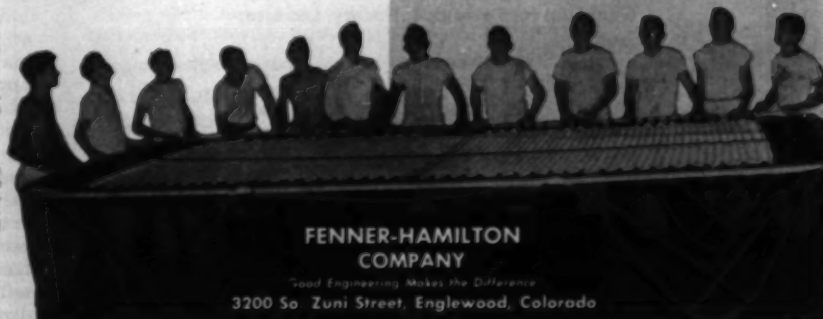
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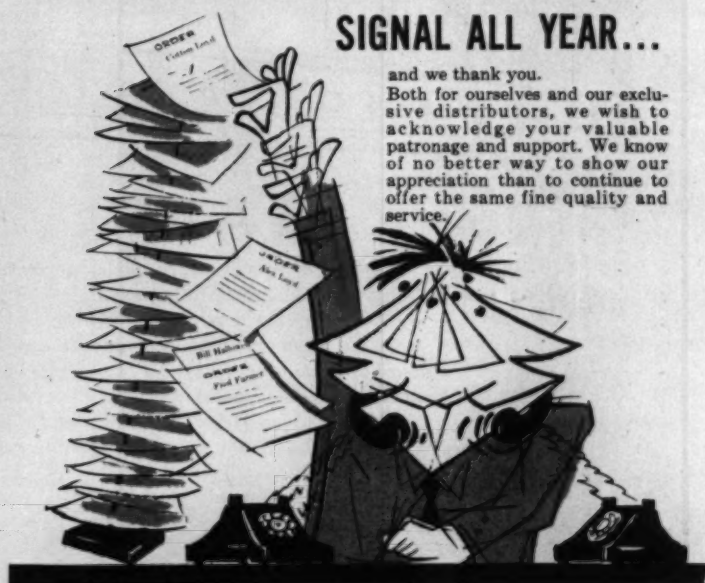
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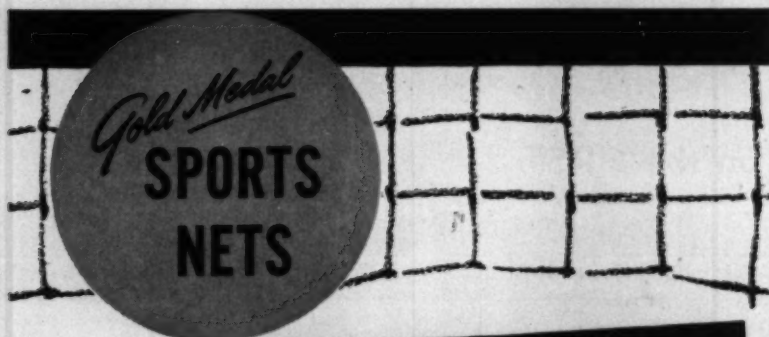


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to give clearance to the pulling guards and also retreat as fast as possible.

The deep backs are standing and not on three points because the offense usually moves the backs in a direction other than straight ahead, and we feel it's more difficult to go left or right when they're down.

The wing back has one leg to the rear to facilitate the motion back to the opposite side and to help the timing of the lead-post block on the tackle.

The second digit gives the next item that must be known. This tells the backfield the series to be run and the linemen the blocking to be used (Diag. 3).

The exchanges between the quarterback and full, quarterback and half, the half and half in these series are all made with the hand on the hip. The full belly series is the only exchange not made this way.

The third and last digit is the point of attack or the hole to be hit. The holes are numbered as shown in Diag. 4 and though the wing changes, the numbering does not. The numbering is also applicable to the pass zone and patterns.

Having explained the formations, the series and the point of attack, it's now necessary to explain the flow of the backs in the various series. For all plays hitting at the one, two, three, and four holes, and all passes being thrown in the one, two, three, and four zones, the flow of the backs is to the right (Diag. 5).

The flow is to the left when the attack is at the six, seven, eight, and nine holes, and when the six, seven, eight, and nine patterns are being thrown (Diag. 6.).

You'll note that the flow of the backs has no relationship to the placement of the wing. The flow of the back is contrary to this rule only when the word counter is added to a play number.

In addition to the numbering system, simple variations can be made by the addition of words. The addition of such words as counter, pass, and bootleg, allow for additional offense without any great change in the basic assignments.

When the word "counter" is added to a play number, it tells the backs to run a technique counter or opposite to the play called with the exception that one back, the ball-carrier, runs to the point of attack. An example of this is the play 128 counter (Diag. 7). The left halfback, fullback, and quarterback will run a two play technique which is opposite or counter to the eight that has been called and the wingback will carry the ball running in the direction of the call.

The word "counter" also indicates to the line that counter blocking is in effect.

The word "pass" added to the number of the play indicates the basic play will be blocked and the quarterback will keep the ball and throw a pass.

You'll note that the word "pass" is not called when the pattern passes with basic pass protection are thrown. The regular pattern passes are the sixty and seventy series and techniques.

When the word "bootleg" is called with a play number, it indicates that the quarterback will fake the given play, keep the ball, and proceed to run the option bootleg run or pass. All personnel, with the exception of the intended receiver or receivers, will block the indicated play. **Diag. 8** outlines several examples of bootleg plays.

Bootleg patterns are run normal, quick, and with end across.

We're all aware that any offense must have efficient blocking in order to function properly. It has been our experience that the straight shoulder block is the best method of obtaining the desired results and we've used it exclusively in all aspects of the offensive game because:

1. It allows for the greatest use of the power available.
2. It gives the best possible use of the eyes.
3. It gives neck and head control to prevent lateral movement.
4. It reduces techniques to a minimum.
5. The shoulders are the part of the body protected and built for blocking and thus reduces injuries.
6. It develops better tacklers which is a great advantage in one-platoon football.
7. It's needed to make lateral openings which are the basis of the offense.
8. It's the best possible way to dominate and wear an opponent down.

In the internal phase of the offense, all openings from end to end are made as lateral openings with the lead-post principle applying. **Diag. 9** shows the basic openings with the lead post at each hole.

With the exception of the forty series, the blocking at the hole is the same for all backfield series with some slight variation in detail.

You'll notice that we have attempted to minimize the problems of checking adjacent defensive men by having the basic play designed over a space of four offensive men. This allows the checking of the second man on or outside the original post with an adjacent lineman or a

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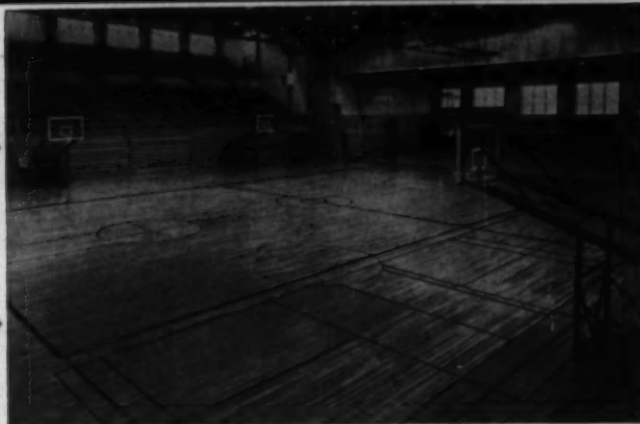
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faking back as indicated in Diag. 10.

We use the lead-post principle which has the post man with no man on him becoming the lead and the lead man with no man on his post influencing away. Similar to calls made for the dive game, the post man is responsible for calling his number when not going to post and is becoming the lead. Diag. 11 offers examples of the application of the lead post principles.

The plays to the flank are of two types which we laughingly call the frozen tackle and the secured tackle. The frozen tackle is an outside play in which the defensive tackle is frozen by the fake of a back and the end releases to block the defensive halfback. The frozen tackle principle is used in all series except the 0, 30's and 40's.

This is called the frozen tackle because many times he thaws out and stops the play. Diag. 12 shows examples of a frozen tackle and a secured tackle. We never run off tackle without a threat to the flank which makes our flank game a great deal easier to run.

This article offers no more than an introduction to an offensive system and is intended to be no more. The details of technique and philosophy are impossible to write into a report of this length.

(Coaches interested in this system are referred to the superb new coaching text, "Scoring Power With the Winged T," co-authored by Dave Nelson and Forest Evashevski. A review of this book appears on page 58).

"Coaches' Corner"

(Continued from page 65)

According to "informed" sources, the U. of Houston made a tremendous pitch for Bud Wilkinson last winter. Some Houston tycoon was supposed to have offered him an oil well and an ocean-going yacht. When Wilkinson said no, the bid was supposedly expanded to two oil wells and two yachts, one of them air-conditioned.

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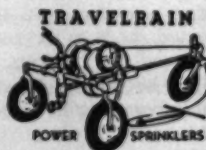
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Offensive Line Play

(Continued from page 8)

maneuvers often call for different points of contact. Similarly, opponents vary not only from game to game but within a game, continually changing the blocking situation an offensive man faces.

The final ingredient necessary in all offensive blocks is "hustling until the whistle blows." While some players do this naturally and without special training, a coach would be remiss not to teach hustle as an integral part of every blocking attempt.

Only through consistent use of a whistle in practice (to stop each and every blocking attempt) can linemen be trained to continue their effort until the referee's whistle stops play. This phase of blocking should be emphasized so strongly as to habituate the offensive line to seek contact with the defenders until the officials signal a halt to play.

Frequently a boy becomes discouraged because of his limited success in blocking. This calls for a careful analysis of his stance and form to determine where he's falling short. Chances are the player is doing a good job in several blocking areas, and can by concentrated work on his weaknesses make sufficient improvement to become an asset to the team.

Weakness in one of the four fundamental areas inherent in all blocking maneuvers—stance, getting off with the count, contacting the opponent, and hustling until the whistle blows—doesn't mean a boy is hopeless. The true test of a coach lies in working with players who have remedial faults. The poor coach gives up, hoping that better

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material will come along next sea-
 son.

The next phase in teaching of-
 fensive line play calls for consider-
 able planning by the coach and his
 staff. It involves the organization
 of practice so that blocking skills
 are taught in individual position
 work, practiced in group work, and
 then woven into the overall offen-
 sive effort to be tested under scrim-
 mage conditions.

The progress made in teaching
 blocking skills determines the
 speed with which a coach can insti-
 tute his offense. It would be un-
 reasonable to expect a guard to
 block straight ahead, pull short to
 his left or long to his right, double-
 team, cross-block, and drop back
 to pass-protect by the end of the
 second practice session.

Each time a player is asked in
 scrimmage to perform a movement
 which hasn't been explained, taught,
 and disciplined by continuous coach-
 ing in individual and group work,
 you're asking for trouble. Each
 repetition of this undisciplined
 maneuver will strengthen a habit
 pattern which may be hard to alter
 or break.

Time used to reduce the funda-
 mental movements required to run
 your offense is time well-spent.
 You should then allow practice
 time to teach, coach, and repeat
 these movements in individual and
 group work before expecting a co-
 ordinated team effort.

It's easy to see how a team using
 the same general offensive pattern
 over a period of years can expect
 to progress rapidly. However, the
 coach who steps into a new situ-
 ation and expects his team to block
 with the precision of the fellows
 he has just left is guilty of king-
 sized wishful thinking.

There's a correct and an incor-
 rect way of executing each block-
 ing assignment. Many players who
 have difficulty learning to block
 correctly experience some success
 upon turning to the easy but in-
 correct way of doing the job.

Herein lies a vital coaching point
 often overlooked in teaching block-
 ing habits. When a boy isn't per-
 forming correctly in practice, he'll
 often be allowed to continue un-
 disturbed just because he's partially
 blocking his man and keeping him
 from tackling the ball-carrier.

Right then and there he should
 be informed that his coming op-
 ponent will certainly possess more
 basic ability than the scrub play-
 ing against him that afternoon.
 The type of effort which will suffice
 against a scrub won't come close
 to adequacy in a tough ball game.
Every block performed improper-

ly during individual, group or team scrimmage, represents a lost opportunity to improve the lineman's ability.

The coach who permits a boy to use any blocking form and maneuver with the admonition "so long as you get the job done" is asking for trouble. It's sheer folly to expect a boy who's been practicing something wrong all week to suddenly block correctly just because a crowd is present and an unfamiliar opponent is staring him in the eye.

FUNDAMENTAL BLOCKS

Following are four fundamental blocks used in offensive line play. Each block is broken down into five steps, three of which are the same for all four blocks. It's important to teach the players the situation in which each block should be used.

STRAIGHT SHOULDER BLOCK

(see photo series): This is the fundamental block of most "T" formations. Its use is recommended when the blocker has a slight angle on the defender he is to block.

1. Perfect stance.
2. Get off with the count.
3. Move with a short jab step, using the foot closest to the opponent for the initial step.
4. Make contact by going through a weak part of your opponent's block protection. (This may vary from opponent to opponent).
5. Hustle until the whistle blows, using short, driving steps, striving to maintain shoulder-to-body contact with your opponent.

Mechanical Aids—two-man sled, seven-man charging machine, 60-pound dummies and boards, air dummies.

Recommended Drills—four-on-three, two-on-one.

HOOK BLOCK (see photo series): Used versus a defender lined up off the offensive man's outside shoulder when an outside play has been called. This same maneuver is called a knife block when used versus a man lined up on the blocker's inside shoulder when an inside play is called. (See photos on page 12, June issue.)

1. Perfect stance.
2. Get off with the count.
3. Step with foot nearest opponent, taking a quick lateral and slightly forward step. This should be long enough to place the blocker's body at a slight angle directly in front of his opponent.
4. Contact is made with the opponent's outside leg at knee level. The blocker uses his inside shoulder

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to make contact with the opponent.

5. Hustle until the whistle blows, attempting to keep contact and the opponent off-balance.

Mechanical Aids—air dummies, two-man sled.

Recommended Drills—one-on-one, three-on-three.

OPTION BLOCK (see photo series on page 13, June issue): Used versus a defender playing head-up usually at or on either side of the critical point of attack.

1. Perfect stance.

2. Get off with the count.

3. Fire out directly at the opponent, using a short jab step with either foot. Aim head directly at middle of opponent's body.

4. First contact should be made with the crown of helmet; this calls for an explosive driving of blocker's legs to apply pressure to his opponent.

5. Hustle until the whistle blows.

This block usually ends up as a straight shoulder block when the defender chooses one side of the blocker or the other as the play develops.

Mechanical Aids—buckaroo.

Recommended Drills—one-on-one, two-on-two.

OPPOSITE SHOULDER BLOCK:

The opposite shoulder block is used versus a defender who lines up inside the blocker and who attempts to make penetration by shooting the gap.

1. Perfect stance.

2. Get off with the count.

3. Jab step first with foot nearest opponent, pointing toe at his crouch. This initial step is both forward and lateral gaining ground toward your opponent in both directions.

4. Contact the defender with a driving shoulder block, placing the head in front of the opponent and using the FAR shoulder.

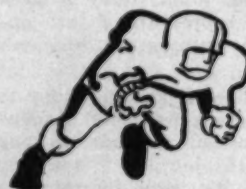
5. Hustle until the whistle blows, using powerful driving steps in an attempt to re-direct the defender's charge parallel to the line of scrimmage.

Mechanical Aids—seven-man charging sled; 60-pound dummies and boards; air dummies.

Recommended Drills—three-on-four, two-on-one, seven-on-six.

FOOTBALL FATALITY REPORT

AVAILABLE to schoolmen free of charge is the 1956 Football Fatality Report prepared by the Committee on Injuries and Fatalities of the American Football Coaches Assn. headed by Dr. Floyd R. Eastwood. The report may be obtained from D. O. McLaughery, Secretary-Treasurer, The American Football Coaches Assn., Box 1083, Hanover, N. H.



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The book reflects the authors' belief that good defensive football is winning football. Starting from this premise, they have written a highly perceptive analysis of all prevailing defensive theories and the field tactics that derive from them. In addition, they graph in complete detail the particular defensive strategy which has made their Oklahoma teams the Gibraltar of college gridirons.

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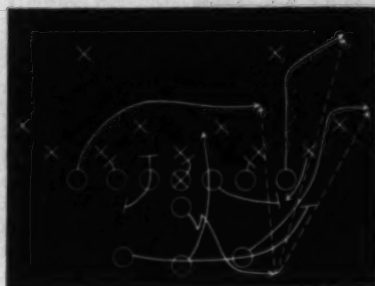
Belly Attack

(Continued from page 30)

have some passes from it, the next sequence will outline a couple of passes from the inside belly series. I've already mentioned the pass-or-run option play from the qb roll-out action. However, the following plays are definite passes without an option.

The first one (Diag. 9) was very effective for us last season, putting a lot of pressure on the halfback and linebacker on the strong side.

The quarterback's action is exactly as on all the past plays, except that after the ride to the fullback he makes good fake to the left halfback with his left hand. The ball is held close to his stomach with the right hand as he rolls behind the left half. As you probably have noticed, he has been faking the pass on most of these plays in the series. This time he actually sets up to throw.



Diag. 9, pass to strong side

Fullback makes his same fake and blocks the linebacker.

Right half drives at the defensive end, passes him, and slides off into the flat just behind the outside linebacker—4 to 5 yds. deep.

Left half's maneuvers are the same as on the off-tackle play, except that after the fake from the quarterback he sets up for pass protection.

Right end goes down directly at the defensive half and cuts deep to the outside—15 to 18 yds.

Right tackle blocks the man over him (pass protection blocking).

Right guard pulls to the right and sets up for pass protection.

Center blocks the man over him.

Left guard charges forward to make sure the linebacker doesn't shoot the gap. If he doesn't, the guard pulls out to his left and cuts off any pursuing linemen.

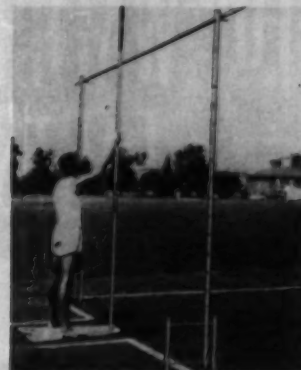
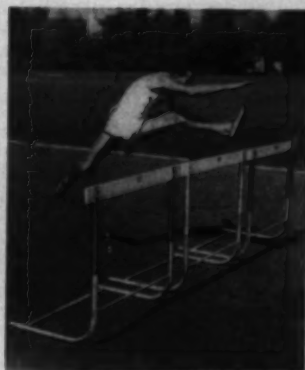
Left tackle blocks the man on him (pass blocking).

Left end cuts cross-field. When 10 yds. deep, he runs for the far sideline parallel to the line of scrimmage.

Now we have the right end 15 yards deep to the outside, the left end 10 yards deep (will usually be open just behind his own right tackle), and the right half 5 yards deep in the right flat.

The hook pass from this series (Diag. 10) was used with great suc-

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cess last year by teams in the Mid-American Conference, particularly Kent State and Bowling Green.

The qb assumes the same balanced stance and rides the fb in the same manner as before. After the ride, he steps as in his roll-out but doesn't continue more than two steps. He then turns and throws to either one of his hooking ends. The right end is the most likely man to be open since the fullback has occupied the inside linebacker on that side, making it tough for him to cover the hook area.

Fullback starts and fakes the same as in all other plays of this series. It's very important that he make the linebacker tackle him. If the linebacker doesn't, he should run right at him and keep him occupied.

Right half goes at the end, passes him, and goes down directly at the halfback. Then he cuts to the outside, trying to force the halfback to cover him.

Left half starts as on the off-tackle play, then sets up for pass protection.

Right end angles slightly toward the center and hooks about 8 yds. deep, just behind the inside linebacker that the fullback is occupying.



Diag. 10, hook pass to right end

Right tackle blocks the man over him (aggressive block).

Right guard charges at linebacker, trying to make him think it's the fullback keep play. (Lineman can cross line on a pass if he has contact).

Center blocks man over him away from the play.

Left guard charges at linebacker to keep him from shooting, then takes pass protection blocking.

Left tackle blocks tackle out (aggressive block).

Left end angles slightly toward the center and hooks about 8 yds deep, just behind the inside linebacker on his side.

There are of course many different pass patterns that can be used as long as the pass protection is adequate. The patterns mentioned were the most successful for us.

I've set up these plays against the 5-4 defense because 8 of the 9 teams we faced used this defense against us. We employed rule blocking that could be adjusted to meet any type of defense.

In analyzing this inside belly series, keep in mind that all of these plays can be run to both sides, giving you 20 plays from the series. And, to add

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variety to the offense, you can also run most of these plays with a flanker, set or man in motion.

We've used most of these plays at Toledo the past three years and have found them to be most effective whenever we've had a good inside running threat at fullback.

"Here Below"

(Continued from page 5)

time wondering what the next guy is getting.

"If spirit and desire are really half the battle—as I believe they are—then you've got half the battle won under an honest set-up."

THE man behind these idealistic words is quite a guy. He represents the tops in coaching types. There is about him a compelling esthetic and moralistic force that draws you to him.

A fantastic student of the game, he brings to it a boundless drive, an engineering creativity, and a mathematic precision. His grasp of detail is positively awesome. (One of his assistant coaches told us, "The one thing about Warren that always awes me is his certitude. He's so sure of everything. He has such a tremendously precise knowledge of everything. When he tells you something, you know that it's just so.")

Besides being a masterful organizer and a superb architect of football tactics, Giese is a superlative teacher. In fact, that's what he considers himself first and foremost. He graduated from college with 168 credits (only 120 were required) and two degrees.

The new Carolina boy wonder attributes his success to his apprenticeship under Jim Tatum. "Coach Tatum," he tells you, "is one of the truly great football geniuses of our time. He is wonderfully creative and imaginative, particularly on defense, and his daring sometimes leaves you gasping. But it isn't the wide-open type of risk-taking that it often appears. There's definite sense in his apparent 'madness.' His daring is predicated on fundamental soundness, and that's the type of daring that wins games."

We predict that the pupil will someday come up to the master. In great demand at coaching schools, Giese's lectures and articles have won the admiration of thousands of coaches from coast to coast.

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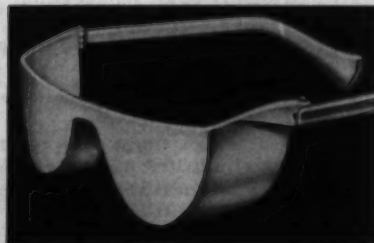
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Selling X-Country

(Continued from page 22)

or bleachers at a point where the start and finish can be seen. If possible, arrange to have these seats placed where at least part of the race can be seen.

A handy and popular solution to this problem is to run off the cross-country meets during the halves of the high school football games. In this way, your meet has a ready-made audience, with hot dogs and coffee to alleviate their discomfort. The boys will enjoy starting and finishing on the track in front of the crowd.

A loud speaker or electric megaphone is another effective method of promoting interest. Calling off the starters' names and schools before the race and again as they round the first turn, as they pass the stadium, and as they finish will keep the fans informed as to the progress of the race.

Speedy tabulation of results and presentation of the winners before the crowd also serve to promote an interest in the sport.

Encourage your boys to bring dates to the meets. The girls will come in crowds, bringing friends with them.

Be sure your team captain speaks at all pep assemblies at which the football captain, soccer captain, and other athletic figures are asked to speak. If you, as the coach, take an interest in promoting cross-country, the boys will rise to the occasion and promote with you.

You can't expect to rival the Olympic games or Rose Bowl for crowds the first year. But if you keep plugging for a few years, you'll see positive results. If you keep patient and work at this program, cross-country may become more and more an integral and important part of the high school athletic program.



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- ☐ Brochure on Hurdles, Crossbar, Standards, Vaulting Poles

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- ☐ Catalog of Dressing Room Equipment
- ☐ Catalog of Playground Equipment
- ☐ Catalog of Pool Equipment

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- ☐ Information on Shock Knee Brace, Guardsman Face Guard, and other Athletic Safety Devices

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- ☐ Information on Combination Football Goal and Soccer Goal
- ☐ Information on Field Hockey Goal

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- ☐ Manual on Prevention and Treatment of Athletic Injuries

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- ☐ Information on Portable Water Carrier

BIKE WEB (24-25)

- ☐ Coaches and Trainers Handbook

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- ☐ Information on Rotary Pop-Up Sprinklers

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- ☐ Catalog on Physical Ed Uniforms

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- ☐ Information on Scoop and Fun Ball Set

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- ☐ Information on Shoulder Vest

DUCOMMUN, M. (92)

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DU PONT (36, 37)

- ☐ Data on High Speed Motion Picture Film

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- ☐ Details on Bleachers

FAIR PLAY (70)

- ☐ Information on Electric Basketball Scoreboards

FEATHERLAX (58)

- ☐ Information on Feather-bite Protective Mouth-piece

FENNER-HAMILTON (83)

- ☐ Catalog on Gym-Master Line of Trampolins

GATES SPORT (92)

- ☐ Information on Lybeck Shoulder Harness

GENERAL ATHLETIC (60)

- ☐ Details on Improved Athletic T Shirt

GENERAL SPORTCRAFT (2)

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- ☐ Information on Transistorized Power Megaphone

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- ☐ Table Tennis Tournament Kit

HILLYARD CHEMICAL (4)

- ☐ Specification Sheet on Trophy Gym Finish

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- ☐ Catalog on Sideline Parkas, Hooded Capes, Warm-Up Jackets, etc.

HUNTINGTON LABS. (39)

- ☐ Folder, "The Key to Gym Floor Finishing"
- ☐ Manual, "How to Sweep and Mop Floors"

HUSSEY MFG. (89)

- ☐ Illustrated Seating Catalog

IMPERIAL KNITTING (93)

- ☐ Information on Award Sweaters

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- (Back Cover)
- ☐ Monthly Bulletin, "The Observer"

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- ☐ Tetherball Sets
- ☐ Aluminum Standards

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- ☐ Information on Portable Power Megaphone

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- ☐ Information on Football, Basketball and Baseball Magnetic Diagram Boards

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- ☐ Information on Northern Hard Maple Floors

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- Catalogs on
- ☐ Basketball Backstops and Scoreboards
- ☐ Telescopic Gym Seats
- ☐ Locker Room Equipment
- ☐ Gymnasium Apparatus

MILL-MONT (34)

- ☐ Information on Protective Mouthguards

MOHAWK VALLEY SPTS. (94)

- ☐ Information on Basketball Rebounder and Basketball Blinders

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- ☐ Basketball Catalog
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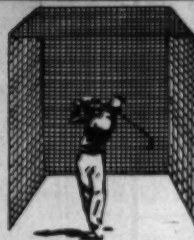
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- ☐ Complete Information on
- ☐ Double-Bar Mask
- ☐ Spray Bath
- ☐ Shuffleboard Set
- ☐ Basketball Signal Light
- ☐ Portable Horn
- ☐ Tiller Rake
- ☐ Foot-Body Powder
- ☐ Steel-Tip Cleat
- ☐ Whirlpool Bath
- ☐ Knee Brace
- ☐ Electric Inflator
- ☐ Power Megaphone

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- ☐ New Catalog on Nissen Trampolines

NURRE COS. (75)

- ☐ Booklet on All-Glass Banks

OCEAN POOL (87)

- ☐ Catalog on Swim and Pool Equipment

OHIO ATHLETIC SPECIALTY (43, 77)

- ☐ Information on Football Speed Cleat
- ☐ Information on Football Face Bar

PENNA. ATH. PROD. (59)

- ☐ Literature on Rubber-Covered Footballs

PLAYTIME EQUIP. (30)

- ☐ Literature on Steel Bleachers

POWERS MFG. (88)

- ☐ Catalog on Uniforms for All Sports

PRECISION GOGGLE (86)

- ☐ Brochure on Non-Shattering Athletic Goggles

PROGRAM AIDS (60)

- ☐ Catalog on Magnetic Playmaster Coaching Kits

PROTECTION EQUIP. (73)

- ☐ Information on Polvanite Football Pads

RALEIGH ATH. EQUIP. (65)

- ☐ Information on Double-Bar Face Masks

RAWLINGS (3)

- ☐ Catalog of Basketball Equipment

REMINGTON ARMS (67)

- ☐ Instructor's Manual on Operation of Rifle Club

RIDDELL, JOHN T. (Inside Front Cover)

- ☐ Information on Quality Line of Football Equip. With New Tubular Face Guard

ROBBINS FLOORING (78)

- ☐ Information on Iron-bound Continuous Strip Maple Gym Floors

SAFWAY STEEL (77)

- ☐ Bulletin on Safway Portable Steel Bleachers

SAND KNITTING (88)

- ☐ 1957 Football Clothing Catalog

SCOREMASTER (78)

- ☐ Information on Basketball and Baseball Scorebooks

SIX-MAN FOOT. MAG. (94)

- ☐ Folder

SNYDER TANK (83)

- ☐ Information on All-Steel Grandstands

SPALDING & BROS. (47)

- ☐ Catalog

SPANJIAN (84)

- ☐ 1957-58 Catalog of Basketball Line

STERLING NET (96)

- ☐ Information on Nylon Golf Driving Net

TIME O'LIGHT SIGNAL (73)

- ☐ Information on Basketball Signal Light

TRAVELRAIN (86)

- ☐ Literature on Automatic Power Sprinkler

UNION METAL (61)

- ☐ Catalog on Monotube Floodlighting Poles

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- ☐ Literature on Uniform Hangers and Ground Plugs (for marking fields)

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- ☐ Information on Northern Maple for Gym Floors

WIGWAM MILLS (46)

- ☐ Information on Nywool Athletic Socks

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- ☐ Catalog

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- ☐ Information on Steel-Tip Football Cleat

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